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ABSTRACT

This guide was designed to be responsive to societal changes and to help young people learn how to live, learn, and make a living. The first chapter contains an introduction to and overview of the total guide and was written for a broad audience, including parents, school board members, administrators, and teachers. It emphasizes that quality programs of guidance services respond to the needs of all individuals in a comprehensive and developmental way. The second chapter develops a common vocabulary for the implementation or the redirecting of guidance program goals and objectives. The content of the chapter discusses the major program components, career guidance and counseling functions, and the planning process. The third chapter provides examples of a guidance curriculum for grades K-3, 4-6, 7-9, and 10-12. The fourth chapter provides information concerning the various standards, rules, and requirements contained in the Code of Iowa, Standards for Approved Schools, and the certification requirements that are presently in effect and which apply to all Iowa couneslors and school districts. The chapter also provides detailed program guidelines, including evaluative criteria. The final chapter contains a listing of resources that may be of assistance to counselors as they implement or redirect programs of guidance services. (NB)

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THE IOWA K-12 CAREER GUIDANCE CURRICULUM GUIDE FOR STUDENT DEVELOPMENT

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Atlantic:
9-12 level

Ballard:
K-6 level

Cedar Rapids:
K-6, 7-9, & 10-12 levels

Clinton:
K-6, 6-8, & 9-12 levels

Davenport:
7-9 & 10-12 levels

Dexfield:
7-12 level

Dumont:
7-12 level

Forest City:
K-6 level

Galva-Holstein:
9-12 level

Garner:
9-12 level

Iowa City:
7-8 level

Le Mars:
6-9 level

Linn-Mar:
5-6 level

Maquoketa:
K-6, 7-9, & 10-12 levels

Marcus:
9-12 level

Marquette:
9-12 level

Marshalltown:
K-5 level

North Scott:
7-8 level

Oakland:
7-12 level

Ottumwa:
K-6 & 9-12 level

Southeast Polk:
K-6 level

Waterloo:
K-5 & 6-8 levels

Western Hills AEA: K-6 level

The following associations reviewed the handbook:

Iowa Association of School Administrators

Educational Administrators of Iowa

Iowa State Education Association

Iowa Vocational Education Advisory Council

RECOGNITION TO OTHER STATE PUBLICATIONS

In developing the Iowa K-12 Career Guidance Curriculum Guide for Student Development, publications from the below listed states were reviewed and in some instances concepts and content utilized.

"Alaska School Counselors Handbook"
Alaska Department of Education
Juneau, Alaska

"Missouri State Guidance Handbook"
Department of Elementary and Secondary Education
Missouri Department of Education
Jefferson City, Missouri

"Master Plan for Elementary and Secondary Guidance in North Carolina"
North Carolina Department of Public Instruction
Raleigh, North Carolina

"Resource Manual for Guidance K-12"
North Carolina Department of Public Instruction
Raleigh, North Carolina

"Guidance Services in Pennsylvania"
Position Statement
Pennsylvania Department of Education
Harrisburg, Pennsylvania

"A Guide for Planning and Developing Guidance and Counseling Programs
in Virginia's Public Schools"
Virginia Department of Education
Richmond, Virginia

A Draft Copy of "Achieving Educational Excellence
Through Comprehensive Developmental School Guidance Programs"
Wisconsin Department of Public Instruction
Madison, Wisconsin

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FOREWORD

To meet the challenges of today and tomorrow, education must assume a major responsibility for providing experiences that foster the career development of all individuals. Career development is defined as individual self-development over the life span, while career guidance is defined as the school program resulting in home and school/community experiences which foster career development. Career guidance fosters maximal development of individual potentialities by providing early and continual assistance to youth as they consider various choices, make decisions and accept the adjustments each must make as he/she moves through life.

The process of developing this guide was initiated by the staff of Guidance Services of the Iowa Department of Education. Selected Iowa educators were invited to participate and were designated as the Career Guidance Guide Development Advisory Committee. From this group of thirty-two individuals a group of seven were selected to serve as the coordinating committee for the guide development. Members of the coordinating committee chaired the various writing committees which developed the five chapters. There were thirty-three individuals that served on the various writing committees. Upon completion of the initial draft, twenty-two local school districts and one area educational agency volunteered to "pilot" the materials at various grade levels and submit evaluations for use by the coordinating committee in finalizing the guide for printing.

It is hoped that local districts will utilize this publication in the development or evaluation of their own local K-12 career guidance plan.

PREFACE

In 1963 the Guidance Services Section published the first guidance handbook for Iowa schools titled GUIDANCE SERVICES: Suggested Policies for Iowa Schools; this publication was revised in 1971. Also, Elementary Guidance In Iowa - A Guide was published in 1969 and revised in 1976.

The above mentioned publications were well done and well received by counselors, teachers and administrators not only in Iowa, but across the country. However, along with society, the guidance profession is undergoing a gradual yet dramatic change. The change necessitated the writing of a guidance publication designed to be responsive to the societal changes and to help young people achieve three basic skills in the 21st century: learning to live, learning to learn, and learning to make a living.

The first chapter is a general introduction to the total publication, offering an overview of what is to come in later chapters. In addition to providing assistance to counselors in the implementation or the redirecting of local programs of guidance services, this chapter has been written for a broad audience including parents, school board members, administrators and teachers. The career guidance program is viewed as a component of the school curriculum that is an integral part of the total educational program beginning in kindergarten and continuing through the twelfth grade. The chapter emphasizes that quality programs of guidance services respond to the needs of all individuals in a comprehensive and developmental way.

The second chapter develops a common vocabulary for the implementation or the redirecting of guidance program goals and objectives. This chapter will be most useful for professionals responsible for the planning, organizing and the delivery of guidance services. It emphasizes the fact that guidance is a shared responsibility of parents, community and all school personnel with the counselor assuming the major role in coordination of the program. The content of the chapter discusses the major program components, career guidance and counseling functions, and the planning process.

The third chapter provides examples of a guidance curriculum for grades K-3; 4-6; 7-9; and 10-12. The life skills activities of the guidance curriculum are coordinated with the developmental age characteristics, kindergarten through grade twelve. The K-3 activities take into consideration the importance of self and the significance of adults in the child's life. The 4-6 activities deal with the beginnings of social responsibility for self and for relating to peers and adults. The 7-9 activities are directed at the transition from child to adult with special assistance in creating awareness of developing self as the early adolescent relates to others and is gathering information for making decisions pertinent to continued development and education. The final set of activities for grades 10-12 are intended to help students prepare for

independent living and the transition to the adult world. The activities are not presented as a comprehensive curriculum, but do provide the basis for local school counselors and teachers to develop their own based on identified needs.

The fourth chapter provides information concerning the various standards, rules and requirements contained in the Code of Iowa, Standards for Approved Schools and the Certification requirements that are presently in effect and apply to all Iowa counselors and school districts at the present time. There is a brief discussion of the report of the Iowa Legislature's own Excellence in Eduation Task Force as it pertains to their recommendations concerning quality programs of guidance services for Iowa's elementary and secondary schools. In addition, there are recommended standards for Iowa schools that go beyond the minimum requirements of the Iowa Code and the Standards for Approved Schools. The chapter goes on to provide detailed program guidelines, including evaluative criteria.

Chapter five provides a listing of resources that may be of assistance to counselors as they implement or redirect programs of guidance services. The chapter contains references referred to in the guidance curriculum contained in Chapter III; a bibliography; informational materials of various professional associations, government and community agencies, and service clubs; publications of the Iowa Department of Education; a listing of achievement, intelligence, interest, self-concept and miscellaneous tests; and information on microcomputer software. Also included in the chapter are the titles of the various position statements approved by the American School Counselors Association Governing Board; two models for the planning and delivery of student services referred to in Chapter II, River City from ACT, and the American Institute of Research; the complete statement on ethical standards for school counselors of the American School Counselors Association; and an example of a counselor evaluation form.

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CHAPTER I

THE "WHY" & "WHAT" OF GUIDANCE

Chapter one serves as a general introduction to the entire publication. In addition to providing assistance to counselors in implementing or redirecting the goals and objectives of local programs of guidance services, the chapter has been written for a broad audience, including parents, school board members, administrators and teachers. In this regard, since some will be interested in reading only the first chapter, an attempt is made to provide the philosophy of guidance that we would like to create.

The chapter emphasizes the fact that a well-organized quality program is based on the belief that Guidance (a) is a functional and integral part of the education process; (b) is for all students; (c) is primarily developmental in nature, although remediation and additional attention are necessary for some students; (d) is a planned sequential program that enables students to develop to the fullest of their potential; (e) is a helping relationship of counselors, students, teachers, parents and administrators working together; (f) does not supplant good teachers, but rather complements and reinforces them; and (g) program effectiveness should be measured in terms of delivery of promised services.

CHAPTER I

THE "WHY & WHAT" OF GUIDANCE

The K-12 guidance profession is undergoing a gradual yet dramatic transformation. Society has changed and the rate of change continues to accelerate. Information overload rather than scarcity of information and instant communication with any country in the world have created a new atmosphere that pervades even the world of the student. Elimination of traditional types of jobs, extended life expectancy and the expectation of lifelong learning have created challenges for students that were unknown to their parents or grandparents.

Divorce, unemployment, single-parent families, blended families and other examples of changing societal values highlight the changes with which adults are struggling. Teenage suicide, drug and alcohol abuse, sexual experimentation, peer pressure and other physical and emotional problems make clear that we are not talking about abstract issues but about forces that have a resounding effect on the student in the classroom. Taken together they affect the individual in a way that makes necessary a change in the content and manner of carrying out the school guidance program.

Along with the necessity for a guidance program designed to meet the needs of today's students, there is the challenge to demonstrate that these programs are effective. This challenge has become increasingly more insistent and requires a response. Organizing guidance around K-12 district needs that may be implemented steadily even in the face of changing personnel will provide for greater reliability in the delivery of these services.

A program responsive to these societal changes and the demand for accountability would be one designed to help students achieve three basic skills they will need in the 21st century: learning to live, learning to learn, and learning to make a living. Individual skills contained in these three large categories would include:

1. Learning to relate positively to oneself and others
2. Becoming aware of one's feelings, thoughts and behaviors
3. Becoming responsible and accepting responsibility for one's own behavior
4. Becoming aware of one's interests, values, and abilities
5. Learning the relationship of one's interests, values, and abilities to occupational clusters and employment
6. Developing decision-making, problem-solving and conflict-resolution skills.

These are the skills that guidance programs and personnel are uniquely qualified to provide and that lead to lifelong learning.

The guidance program envisioned is based on the belief that:

Guidance is a functional and integral part of the education process.

Guidance is for all students, not just for a select few.

Guidance is primarily developmental in nature, although remediation may sometimes be necessary.

Guidance is a planned sequential program that includes those materials, procedures, and techniques that enable students to develop to the fullest of their potential.

Guidance is a helping relationship of counselors, students, parents, teachers and administrators working together.

Guidance does not supplant good teachers but rather complements and reinforces them.

Program effectiveness should be measured in terms of delivery of promised services.

GUIDANCE IS A FUNCTIONAL AND INTEGRAL PART OF THE EDUCATION PROCESS

Since social, emotional and educational development occur simultaneously, a complementary relationship exists between the instructional and guidance programs. A basic question which must be answered by all counselors is "How are students different because of the guidance program in the schools?" How the student benefits from having counselors in the school is the primary consideration for determining the effectiveness of the guidance program.

The guidance program's goals and objectives should be clearly identifiable and yet integrated into the total K-12 curriculum. The guidance program should have clear, definable goals that determine the counselor's role in student learning. These goals must be related to the district's philosophy of education. Counselors must broaden their traditional method of operation, that of individual counseling, and utilize multiple strategies aligned to the goals of the program. Thus counselors may utilize more group activities in counseling, provide more information in group guidance settings, and facilitate in a classroom setting the development of those skills for which their training uniquely qualifies them.

GUIDANCE IS FOR ALL STUDENTS, NOT JUST FOR A SELECT FEW

Guidance is based on the concept that as all students mature, they pass through identifiable developmental stages that are vital to their

growth as individuals. The sequence of stages can be anticipated, and thus guidance activities can be implemented to equip students to successfully deal with the process of personal/social, with career, and with educational development as they grow and mature.

Counselors must avoid being therapists, resulting in too much counselor time spent with a small percentage of students. All students need the availability and help of a counselor as they learn to succeed in a complex society.

GUIDANCE IS PRIMARILY DEVELOPMENTAL IN NATURE,
ALTHOUGH REMEDIATION MAY SOMETIMES BE NECESSARY

A comprehensive K-12 program is based on the belief that all students should participate in activities and instruction that will assist in their optimal personal/social, career and educational development. Developmental guidance is a specific program with definite goals and objectives that use the counselor's expertise as the primary delivery vehicle, but involve the entire school staff to reach <u>all</u> students, rather than only those experiencing difficulty or crisis.

The Comprehensive Guidance model is a program of guaranteed services that are delineated as to what person, at what time, for what purpose, and by way of what activities and/or materials. It further defines the role and function for all personnel involved. Of extreme importance is the fact that these guaranteed services are based upon a specific level of district-wide support. It has a built-in external evaluation component as an objective determination of the degree to which stated services have been given.

The traditional approach of the 1960's (indicated below) is being encompassed gradually by comprehensive developmental programming. Developmental programming includes all the ingredients of the prior approach but devotes increased emphasis to the schools' commitment to students.

<u>Traditional Guidance</u>	<u>Comprehensive Developmental Guidance</u>
<u>focuses on</u>:	<u>focuses on</u>:
service approach	program approach
fixed delivery system (relies on 1 to 1 counseling)	flexible delivery system (uses multiple methods)
process or set of models	product (Student Competencies)
role and function of the counselor	outcomes measured as student competencies
individual counselors	guidance team
deductive planning	inductive planning

Traditional Guidance (Cont.)	Comprehensive Developmental Guidance (Cont.)
evaluate percentage of involvement	evaluate competencies
reactive	proactive
values conformity to system	values individual contributions

GUIDANCE IS A PLANNED SEQUENTIAL PROGRAM THAT INCLUDES THOSE MATERIALS, PROCEDURES, AND TECHNIQUES THAT ENABLE STUDENTS TO DEVELOP TO THE FULLEST OF THEIR POTENTIAL

The guidance program provides a planned sequence of activities designed to assist students in developing self-understanding, self-acceptance, and effective interpersonal skills. Further, students are assisted in developing a knowledge of the world of work and leisure through career awareness and other career exploration activities. Activities are sequential in the school's curriculum and include life-career decisions involving educational and vocational planning.

Guidance provides assistance to students in the decision-making, problem-solving and goal-setting processes. The types of assistance which can properly be subsumed under the guidance function leave final decisions to the individual. Guidance is not something which is done to students or something which can be forced on students. Guidance fosters the development of sound decision-making by all students with the eventual outcome being increased responsibility for making and implementing decisions.

The educational skills and knowledge the student is expected to learn become important only as they are internalized and contribute to the development of a whole individual.

A comprehensive guidance program must be provided with sufficient resources including certified personnel to insure a full range of services to each student. Such a program also provides sufficient material resources such as space, equipment and supplies.

GUIDANCE IS A HELPING RELATIONSHIP OF COUNSELORS, STUDENTS, TEACHERS AND ADMINISTRATORS WORKING TOGETHER

and

GUIDANCE DOES NOT SUPPLANT GOOD TEACHERS BUT RATHER COMPLEMENTS AND REINFORCES THEM

A developmental guidance program is multidisciplinary, requiring collaboration and teamwork. Although counselors plan, direct, and carry out many of the guidance activities, the responsibility for the program is shared with teachers, administrators, supervisors, parents, and members of the community.

Assessment of student needs clearly indicates the increased burden being placed on classroom teachers to foster positively-oriented learning

environments basic to high student achievement and development of constructive life adjustment skills. Recognition of this burden and its importance has shown the need to establish comprehensive team support systems. The guidance program and counselors, in particular, are basic to a support system which fosters a positively-oriented learning environment.

PRINCIPAL

The principal performs an essential role in the successful operation of the guidance program. The principal's involvement in and support of a quality program is critical.

The principal contributes to the guidance program by:

hiring guidance staff members who have a sincere interest for the well-being of students;

helping the counselor promote and facilitate guidance inservice programs for staff development;

promoting understanding of the guidance program in the school through good public relations and by encouraging parent contacts with counselors;

evaluating and assessing needs for change that will enhance student growth physically, mentally, socially, and emotionally;

developing a master schedule and class grouping that facilitate and foster both strong instruction and accessibility of counselors to students;

working closely with the guidance staff in the development of programs that will make counseling functions more effective;

assisting the counselor's commitment to guidance by minimizing non-guidance activities;

providing adequate budget and facilities for an effective guidance program; and

providing adequate clerical assistance for counselors.

TEACHER

A key person in the guidance program is the teacher. The teacher performs a collaborative role with the counselor in fostering the personal, educational, and career development of students.

Teachers contribute to the guidance program by:

creating a positive climate in the classroom and using this setting as an opportunity to establish rapport and positive teacher-student relationships;

providing opportunities for students to be involved in decision-making and problem-solving activities in the classroom;

identifying students who are experiencing difficulties in the classroom;

encouraging students to seek help from the counselor when necessary;

incorporating career exploration units within the subject areas;

emphasizing the career implications of each student area;

working with parents and counselors to help students;

finding alternative ways of learning for each student in the classroom;

participating with counselors in planning, implementing, and assessing the guidance program;

providing group guidance activities as an integral part of the curriculum; and

informing others, both within and outside the school, about the guidance program.

PARENT/COMMUNITY

Parents and members of the community are valuable contributors to a school guidance program by:

providing information to counselors about their children's needs;

encouraging their children to seek the service of counselors;

volunteering to work with the guidance program in the school;

serving on committees to assess and develop school guidance programs;

speaking to school groups about their occupations, hosting field trips to their places of employment, and allowing students to visit work settings and observe the work they perform;

supporting the school's guidance program by informing others about it; and

helping to obtain adequate funding for the program.

COUNSELOR

Among the variety of responsibilities counselors are often called upon to perform are the following:

I. SMALL GROUP/CLASSROOM GUIDANCE

1. Provide comprehensive guidance to all students with the focus on acceptance of self, decision-making and effective communication.

2. Assist teachers in developing a team approach to planning and implementing classroom guidance.

3. Develop, facilitate, and serve as a resource person to the total educational curriculum and teach appropriate units or classes in such areas as career education, career decision-making, study skills, test taking, learning styles, building self-esteem and positive teacher and parent involvement.

4. Provide occupational information to students and teachers.

5. Serve as a resource person to students for educational information, financial aid forms, and scholarships for post-high school education.

6. Help students learn how to approach life situations involving coping skills and problem-solving skills.

7. Orient students to the school district, providing them with the necessary help for proper adjustment.

8. Work toward reducing racial/ethnic stereotyping while increasing positive regard for the dignity of all persons.

9. Provide information for the transition to post-high school.

II. COUNSELING

Counseling is conducted using both individual and group settings. The focus may be short-term remediation or prevention. The following are examples of typical counseling activities:

1. Conduct developmental group activities that assist students in the process of developing positive self-concepts and decision-making skills.

2. Work with students on an individual and/or group basis on the management of personal concerns related to such problems as home and family and peer relations, and emotional adjustments.

3. Remain readily available to students to provide individual and/or group counseling that will lead each student to increased personal growth, self-understanding, and maturity.

4. Work to discover and develop special abilities of students.

5. Assist students in evaluating their aptitudes and abilities through the interpretation of individual and group standardized test scores and other pertinent data.

6. Work with students in evolving education and occupation plans in terms of such evaluation.

7. Work to prevent students from dropping out of school.

8. Help students resolve educational difficulties.

9. Help students evaluate career interests and choices.

III. CONSULTING

1. Confer with parents, staff and administrators.

2. Consult with teachers individually concerning students' progress.

3. Consult with teachers to develop management strategies to meet the needs of individual students.

4. Provide in-service programs to staff members about difficult classroom situations.

5. Maintain a working knowledge of the testing program and interpret test results to students, parents and faculty.

6. Make home visits and encourage parental visits to increase parental awareness of the program available to students.

7. Encourage parents to participate in parent-education programs.

8. Conduct parent conferences.

9. Be a referral person, acting upon the requests of staff and administration to contact appropriate personnel for special student needs.

10. Refer to psychologists, learning strategists, special education personnel, and other specialists concerning students with specific learning, emotional, or other problems.

11. Serve as a liaison between student and specialized schools, colleges, military and employment representatives.

12. Cooperate with community and Job Service of Iowa regarding employment prospects.

13. Consult with parents, assisting with growth and development of their child.

14. Consult with staff members in relation to case studies/ staffings in an effort to bring about a better adjustment for those students who are having difficulties.

15. Assist in the identification of students with special needs.

IV. COORDINATING

1. Coordinate the school's effort to meet the special needs of individual students.

2. Promote positive attitudes and awareness of the guidance program within the school district/community.

3. Conduct assessment of students' needs/concerns using various instruments, such as inventories, surveys of staff and community programs.

4. Conduct research/evaluation studies dealing with the effectiveness of the school guidance program.

5. Interpret the guidance program to staff, parents and the community.

6. Share with professional colleagues the results of their activity through attendance and contribution at and in professional organization activities.

7. Assist students in planning field trips to schools, colleges, and industries.

8. Provide information to school administrators for school program development.

PROGRAM EFFECTIVENESS SHOULD BE MEASURED IN TERMS OF DELIVERY OF PROMISED EXPERIENCES

As suggested by the comprehensive model, the guidance program should be based on student outcomes or competencies. Through a systematic guaranteed program of guidance experiences, the delivery of a guidance program can be promised. While the delivery of experiences can be guaranteed, student outcomes cannot be guaranteed. However, a clearly designed and balanced program can make the achievement of these outcomes more probable.

In such a program, counselors work with teachers, parents and students to encourage students to work toward the following goals:

Personal-Social Goals

to develop a realistic concept of self, to include feelings, behaviors, interests and values;

to develop an understanding of others and learn appropriate interpersonal skills;

to acquire skills for solving problems and making decisions for effective functioning;

to become self-directive and responsible; and

to understand one's self in relation to the larger social structure of our society.

Educational Goals

to become oriented to the educational environment;

to acquire effective study skills for academic achievement;

to develop an appreciation for learning;

to gain knowledge of academic abilities, educational needs, and interests;

to acquire knowledge of the curricular choices available in the school and the career goals to which they may lead;

to become aware of the academic abilities and skills needed to function effectively in each curricular area;

to plan a program of studies which is consistent with individual ability and interests; and

to develop competence needed for achievement which is consistent with ability.

Career Development Goals

to increase knowledge of self by assessing areas such as interest, abilities, aptitudes, and achievements, according to age and grade levels, and relate such knowledge to programs of study for potential careers;

to acquire information about educational and training opportunities within and beyond school;

to become knowledgeable about the world of work and careers

to establish tentative career objectives; and

to prepare for further education and/or employment.

Each year the guidance staff will focus on ensuring that students are taught a specific body of knowledge, are able to internalize that knowledge, and are able to use or demonstrate that knowledge, in the forms of skills or competencies, to teachers, parents, students, or community.

The management of this system is a process developed specifically between the building principal and the guidance staff.

Through such a process the guidance program can clearly communicate to students, teachers and parents, as well as to other counselors, the effectiveness of their work, and aid the students to determine more clearly their progress in life planning and adjustment.

Each school district must determine its own strategy to identify the goals of its program. Based on the educational strategy of the school, the guidance personnel should answer the following questions in establishing their program outcomes:

1. Why are counselors in the schools?
2. What content within the Board of Education's philosophy should the guidance program address?
3. What population should the guidance program serve?
4. What skills, attitudes, and knowledge should students have as a result of the guidance program?
5. Who should implement the guidance program?
6. Who should manage the guidance program?
7. How should the program be evaluated?
8. What are the minimum acceptable standards each student should be required to demonstrate?
9. Who should set these standards?

Once the basic philosophy has been established by the guidance staff and accepted by the administration, goal statements for all students should be established.

The K-12 Guidance Program Development Model provides a suggested procedure for a school with an existing guidance program to amend or adjust its program. Such a program model is enhanced through the development of a master calendar. As the calendar is developed, each counselor has a clear statement of the program outcomes for which he/she may be held accountable. Such a calendar provides a long-range timeline for the implementation of the various stages of a developmental program. The calendar also provides completion dates for specific projects, achievement of goals, and/or development of competencies.

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K-12 GUIDANCE PROGRAM DEVELOPMENT MODEL

Phase

1. Planning

PLANNING

Formal meetings involving key district and support personnel to discuss the following:

a. district's needs
b. program development process
c. timeline
d. administrative involvement/commitment
e. identify program committee

COMMUNITY INVOLVEMENT

An informed and supportive community is important to program success. The use of parents, teachers, and students on an advisory board should be strongly considered.

REVIEW - district philosophy and state mandates regarding career education, MC/NS, individual discipline requirements, and recommended curriculum guide formats.

NEEDS ASSESSMENT - The process of soliciting input from community, staff, and students to begin to determine degree of program revision needed, attitudes toward current program, etc.

MAPPING - The process of identifying what is actually being implemented in the guidance area.

TRENDS REVIEW - An indepth look at the "state-of-the-art" for a given discipline.

2. Analysis

PHILOSOPHY

A sound rationale for why a particular discipline is important for students to study and thus be included as part of the district guidance program.

PROGRAM GOALS

Broad statements which define general outcomes of an area of study.

GUIDANCE GRADE LEVEL OVERVIEWS

A statement describing in very general terms the integration of guidance into a K-12 curriculum.

SCOPE AND SEQUENCE

The process of identifying instructional objectives (ie: knowledge, skill, affective career ed., MC/NS) both within a grade level as well as across all grade levels.

SELECT/DEVELOP INSTRUCTIONAL RESOURCE

This step involves:

a. Guidance Handbook and Curriculum Guide
b. Selection of supplementary materials
c. Development of additional units to insure the teaching of the instructional objectives outlined by grade level.

STUDENT EVALUATION

The development of methods for evaluating student attainment of the instructional objectives.

Examples: unit tests, teacher observation, checklists, informal conferences, standardized tests.

PROGRAM MONITORING

The development of the tool to assess the utilization of the curriculum and the plan to use the tool.

POSITION STATEMENTS

Each discipline has areas of concern which should be dealt with during a study. Establishing position statements improves the attitude toward and operation of the program.

3. Implementation

IMPLEMENTATION and INSERVICE

Implementation involves identifying the steps needed to begin use of the new curriculum after it is written by the committee and approved by the Board of Education.

After completion of the Curriculum Guide, inservice as to components and use is needed. In addition, on-going inservice related to materials and instructional techniques should be provided.

4. Evaluation and Modification

PROGRAM EVALUATION

An objective assessment of the improved curriculum to determine whether or not it has met needs previously identified.

RECYCLE

A plan for an on-going, cyclical, systematic assessment and revision of the curriculum for a particular discipline. (5 and 10 years)

Adapted from the Dubuque Community School District

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CHAPTER II

IMPLEMENTATION OF THE GUIDANCE PROGRAM

This chapter defines the major career guidance components: personal and social development, educational development and career development. It discusses the counselor functions in implementing and redirecting the goals and objectives of the guidance program. The functions are individual counseling, group counseling, group guidance, information services, consultation, coordination, individual and group assessment, curriculum involvement, parental involvement, community relations and articulation, referrals, placement and follow-up and evaluation and research. The chapter also covers the necessity for a planning process for program development that will result in student outcomes appropriate for students in a particular school district.

The chapter develops a common vocabulary and will be most useful to professionals responsible for the planning, organizing and delivery of guidance services. It emphasizes the fact that guidance is a shared responsibility of parents, community and all school personnel with the counselor assuming the major role in coordination of the program.

CHAPTER II

IMPLEMENTATION OF THE GUIDANCE PROGRAM

PLAN FOR ACTION

I. MAJOR PROGRAM COMPONENTS

The K-12 experience of a person is not preparation for life, it is life. School is an important part of each person's career. These early life experiences will shape one's self-image, values, aspirations, and how one interacts with people and the environment.

The inter-relatedness of all life's experiences has impact on the development of the emerging young person, making it difficult to separate personal-social and cognitive from career development. However, in order to deal with the definitions of career guidance components, we will label the following distinct, but inter-related parts as follows:

A. Personal-Social Development:

1. Personal development is based on student goals that have to do with educational, career, and life success—the development of a strong positive self-concept. Knowledge of self, "Who Am I?", continues to be a major goal of education.

   Guidance activities are employed to enable the young person to discover likenesses, differences, feelings, abilities, and interests. The goal is "knowing self" and accepting self as a unique individual with potential and self-worth.

2. Social development is a second student goal of a comprehensive guidance program. This component of the program assists the young person in the development of skill in relating to other individuals and groups.

   Comprehensive guidance activities are planned to assure a variety of experiences in school which develop a knowledge of, and respect for, individual differences. These activities will give students practice in relating to peers, parents, teachers, and in learning to function in groups, both formal (e.g. classes, teams, clubs) and informal (e.g. peer groups, adult societal groups).

B. Educational Development:

Some of the student goals in this area are known as the "basics" of education:

Skills required to get and hold a job include reading, writing, computation, speaking and listening.

The "new basics" for the "Information Age" or the "Age of Technology" that we are entering include decision-making skills, problem-solving, critical thinking, logical reasoning, goal-setting, technological literacy, transition skills, interpersonal skills, and the ability to organize and manage information.

Comprehensive guidance activities are planned to give students experience to build the above-mentioned skills. Counseling students in the educational development area is provided to help them choose experiences appropriate for them, which will in turn enable them to get the most out of each learning situation.

C. Career Development:

Career development student goals include the development of a positive attitude toward work; the development of transferable skills that will contribute to self-fulfillment; aid in the transition from school to work, and from job to job.

Additional goals include: an awareness of career lifestyle options; occupational information; school and training requirements; and an awareness of how these relate to personal values, aptitudes, interests, abilities, and personality.

Comprehensive guidance activities are planned to give students a series of experiences, decision-making opportunities, and interactions which will aid the process of understanding how self and the world of work interrelate.

II. COMPREHENSIVE GUIDANCE AND COUNSELING FUNCTIONS

The above-mentioned components of a guidance program are broad in scope and reaching the desired student outcomes <u>is a shared responsibility of all school personnel</u>.

A comprehensive career guidance curriculum is designed and promoted by a professionally prepared, state-certified counselor. In order to implement the career guidance curriculum, the professionally prepared counselor has acquired skills in these areas to perform certain functions. A description of these functions and a few examples of how counselors, through their mandate, might perform are listed below. The priority assigned the functions in a given setting will vary. The comprehensive guidance plan of the district should clearly state the priorities based on local student needs.

A. Group Guidance:

Developmental group guidance is a planned sequential program of learning experiences designed for the personal-social, educational and career development of all students. Group guidance, usually done with classroom-sized groups, is mainly informational in nature and focuses on the normal development of students. It typically focuses on topics such as:

--Orientation to new schools, new people, new experiences
--Understanding one's similarities and differences
—Understanding one's interests, skills, achievements and personal characteristics
—Learning to work with others
--Learning the process for decision-making, career planning, and goal-setting
--Course registration
--Looking at self-direction and accepting responsibility
—Making friends
—Feelings and how to handle them
—Self-worth
—Conflict resolution.

Group guidance encourages individuals needing more help to seek individual counseling.

The team approach of teacher and counselor working together is an ideal way to select, develop, and deliver the activities and resources for the guidance curriculum.

B. Counseling:

Counseling is a process which enables students to formulate and achieve their personal-social, educational, and career goals. The counseling process involves a professionally prepared counselor interacting directly with students.

Iowa requires a counselor to have an M.A./M.S. degree in guidance and counseling or in counseling and development. The degree must include courses in counseling theory, technique, and a practicum at the appropriate level. Successful classroom teaching is a prerequisite to receiving a counselor endorsement. (State Certification Requirements are listed on page 178.)

Counseling may take place in a group setting; however, some students encounter situations which require individual counseling.

1. Individual counseling:

Individual counseling provides a confidential setting in which a student can examine situations or concerns. Individual counseling is an essential part of all comprehensive guidance programs. Time must be provided so counselor availability is evident. The main thrust of individual counseling is developmental; however, crisis situations do arise and must be addressed.

A student must accept personal responsibility for decisions reached in counseling. The process may help the student become aware of the reality of the situation and the acceptance of personal responsibility in finding and carrying out the solution.

Examples: Elementary school students often are concerned about teasing, put-downs, fear, loneliness, cliques, divorce, separation anxiety and school-phobia. All of these may stand in the way of growth and development.

Junior high students may have conflicts with parents or teachers. Emotional involvement with peers can also cause concerns about making friends, getting dates, and dating behavior.

High school students may have a conflict with parents over college choice. The list of topics that confront counselors and counselees is almost endless.

At all levels, stress, loss, rejection, depression, suicide, pregnancy, separation, and changing of family situations may create crisis situations that require counseling.

2. Group Counseling:

Group counseling is for students experiencing commonly shared concerns and/or developmental difficulties, and is conducted by professionally prepared counselors. The emphasis in group work is on support, growth and development of skills in areas such as communications, decision-making, and effective group participation.

Students both give and receive help in a group. The growth of an individual in a group setting is achieved through feedback from counselor and peers in a secure, caring environment. Students learn that others have feelings and concerns similar to their own. The size of the group will vary, but should not exceed eight and generally will be smaller with younger groups. Willingness to participate and willingness to observe the group rules is essential for positive outcomes to occur. Parental support is important, thus they should be kept informed. Group counseling is not for all students, as some concerns are too sensitive to share in group, and some students are not emotionally able to handle or contribute to the group process.

Examples of topics that are handled in group include:

Test anxiety
Loss through death
Divorce
Sudden economic deprivation
Self-concept
Pregnancy

Substance abuse
Academic underachievement
Getting along with peers or adults
School attendance and home problems.

C. Information:

Information is provided in numerous ways, and the counselor must collect, evaluate and provide a plan for the use of personal-social, educational and career materials.

Counselors provide information to students through:

Individual counseling
Group sessions
Courses in career planning
School newspaper or newsletter
Field trips to community businesses, agencies, and educational institutions
College Day Programs/Career Days
Sharing through teachers
Parents' nights at school
Student handbooks
Career resource centers.

Counselors make information available through many types of media delivery. For example, the Career Information System of Iowa (C.I.S.I.) is available on paper or through a computer screen. Some college and military options are now available on laser disc for video viewing; college and business school representatives may bring information in person.

A well-designed plan for the use of information is an essential element in any career guidance program. It gives visible evidence to the public that good, up-to-date, unbiased information is available.

D. Consultation:

The major goal of consultation is to provide an optimal learning climate for each student.

Consultation brings to bear the professional expertise of two or more persons in a mutual sharing and analysis of information. Together they generate ideas needed for decisions about strategies and interventions for helping students.

Consultation must be characterized by cooperation, openness and mutual respect. The team approach greatly enhances the likelihood of success in helping students. Counselors consult with teachers, administrators, health care persons, community referral agency personnel, and other community resource persons. Any significant others, including parents and other students, may be brought into the consultation.

Consultation not only results in help for the student, but assists teachers, parents and adults to gain a better understanding of student developmental needs and behaviors. Another result is insight into student concerns and problems.

Reporting back to all participants after implementation of recommendations is crucial to continued cooperation.

Examples: Commonly teachers will consult with counselors on classroom management or how to deal with one student in particular.

The counselor often consults with administrators, special education instructors, TAG coordinators, substance abuse coordinators, and coordinators of other special programs.

In school climate matters, the counselor can make a major contribution by serving as a consultant. Students commonly seek counselor aid and request consultation with the principal or other teachers on such matters as class procedures, class placement or activity participation.

E. Coordination:

Coordination is the organizing of all guidance and counseling activities into a timely and meaningful sequence. Coordination involves the management of the district guidance plan so that each part complements the other.

Examples: The counselor may coordinate:

—efforts of counselors at all grade levels
—efforts of staff to meet the needs of individual students
—selection, maintenance and dissemination of information pertinent to student needs
—the resource center
—with the district career guidance committee
—scheduling and coordinating post high school days, career days, student needs assessments, testing, follow-up studies
—orientation programs
—student records and record checks for graduation requirements
—peer helper programs
—advisor/advisee programs
—visits by resource persons
—the portion of the career guidance curriculum taught by classroom teachers
—inservice for career guidance staff
—visits to college, placement services, career exploration trips
—the arrangements for shadowing and/or jobs experience

This list is not all-inclusive, but will illustrate the need for time to plan and coordinate.

F. Individual and group assessment:

The counselor coordinates assessment activities and must, therefore, be familiar with a wide variety of instruments and be able to select the ones appropriate for the situation. The purpose of assessing students is to provide knowledge of abilities, students' needs, characteristics, background, achievement and aspirations. Assessment results are used by professional school personnel as they assist students in the pursuit of self-knowledge and self-direction.

1. Group assessment

Instruments such as standardized tests may be given to all students to determine how students at certain grade levels are achieving or how the entire school system is achieving compared to state or national norms.

Information gained may be used in curriculum revision. Generally, group assessment is done to determine an entire group's relative performance rather than an individual student's performance.

Examples:

The Iowa Career Education Inventory determines how well career education concepts have been learned with inventories being administered at grades 3, 6, 9, and 12. In this case, only group results are looked at, since it would be inappropriate to use individual results from this particular instrument.

Iowa Tests of Basic Skills and Iowa Tests of Educational Development results are used as a group assessment to look at total performance of the classes in the district. These tests are also used as an individual assessment of student achievement.

2. Individual Assessment

Individual assessment is used by the counselor to acquire knowledge to:

--assist students in identifying their interests, aptitudes and abilities
--assist students in identifying academic problems that may hinder achievement;
--assist students in gathering information about themselves as they make educational and career plans.

The individual assessment instruments may be administered to a group or to an individual. Some instruments are available to students upon request, and others are prescribed by the counselor as part of the counseling process.

Examples:

A psychologist may be called in to administer an individual test to determine a student's need for placement in special programs.

Ability and aptitude tests give an indication of a student's academic potential.

Achievement tests, competency exams, subject exam results may aid in determining class placement, need for special programs and curricular planning. These instruments give students a better understanding of their transferable skills.

Interest inventories aid students in class selection and career exploration. Individual assessments are used when there is an apparent lack of information needed for decision making.

A personality inventory may be used to develop an awareness of individual traits, appreciation of persons with other traits, and to facilitate team effectiveness.

Other techniques of assessment might include observation, sociograms, inventories, opinion surveys, social histories, and autobiographies.

Teachers may assess needs through such things as English writing assignments. "Friday Philosophies" is an example of how one teacher discovered counseling needs, as students sometimes indicate suicidal tendencies, depression and substance abuse through their writing.

The counselor serves as coordinator rather than administrator of the school testing program. In this role, the counselor can assist all persons involved in understanding the purpose and proper use of tests. Counselors will assure proper testing conditions, help students acquire test taking skills, and interpret test results for parents, teachers and students.

G. Curriculum Involvement

It is impossible to predict the future that students will face when they assume adult responsibilities. We do know that we are experiencing a transition from the industrial age to the information or technological age. We do know that students will need a curriculum which includes guidance objectives within the educational objective of the total school. In addition to reading, writing and computation skills, other new basic skills are needed in the information age. New basics include: decision making, future planning, life coping, and learning to learn.

Counselors play a major role in curriculum development because they have access to information regarding student interests and needs as well as the latest trend information regarding the world of work. To acquire this information, a counselor may conduct a high school graduate follow-up study, student opinion survey or student needs assessment which will indicate the level of need for career guidance activities.

By serving on the curriculum committee, the counselor can communicate developmental, career, multicultural and nonsexist needs of students to the rest of the staff.

Helping teachers interpret ITBS and ITED results and doing an item analysis are additional ways that the counselor can impact the curriculum.

H. Parental Involvement

Parents are interested in the education of their children. However, changing societal norms have required the school to take over a number of functions that the home once provided. A counselor today will recognize the influential role of the parent and will encourage increasing parental involvement in school activities.

Parent involvement will occur where an inviting school atmosphere exists. Counselors play a major role in encouraging parents to become actively involved in their child's total development.

Examples:

Parents may be invited to preschool screenings, kindergarten round-up, new student-parent meetings, as well as to the usual parent conferences.

A parent advisory committee generates program ideas and builds credibility for the career guidance program.

Counselors may visit parents in the home of the child.

An invitation to parents and entering freshmen with a specific appointment time can be an effective type of orientation program.

Since parents share common concerns, counselors set up training in areas such as effective parenting, being a single parent, and techniques of discipline.

One of the greatest concerns of students is career planning. Parents are being trained by counselors to help their child make career decisions. One such program is "Today's Youth and Tomorrow's Careers" which was put together by the Boys Town Career Development Program. Numerous studies point out that parents are the most influential persons in students' career decisions.

Parental involvement increases if special invitations go to the parents for career days/nights, financial aids meetings, ACT or other testing interpretation sessions, and parent-day workshops.

Regular contact with parents will aid the counselor in understanding a student's background, motivation, and drive. The school newsletter that goes to all homes can be very useful in maintaining contact with parents; however, even the local newspaper will reach a majority of parents if your message is included.

I. Community Relations and Articulation

Many publics have a stake in career guidance, and the importance of keeping others informed cannot be overstated. Publics include students, parents, nonschool-connected persons, business and industry who are potential employers. Gandhi once said, "My life is my message." It is true that every counselor is doing public relations work whether intentionally or not. Those persons who come in contact with a counselor on a regular basis will understand what is going on. However, many of the publics do not come in contact without special effort on the part of the counselor.

Examples:

School Board Members seldom have people come to them telling them of successes. However, those with problems very likely do go to the Board. It is a good practice to request the opportunity to give an annual report to the Board to acquaint them with your career guidance plan.

Connect with the decision makers/legislators, both in person and through professional organizations, to promote legislation which is in the best interests of kids.

Nonschool-connected taxpayers need to be informed of current needs since they may still think of counseling as it was "back when." To be supportive, they need to know the new challenges facing counselors and the current developmental thrust in the career guidance curriculum.

Direct contact on a regular basis with parents of students is important for articulation of the guidance message.

Public service announcements of career guidance events on radio and TV will raise awareness.

Speak to local service clubs and join, or at least endorse, the youth programs of these groups.

Find opportunities to serve on boards/committees of local city, church, and mental health agencies and other youth-serving groups.

Contribute to local newspapers on a regular basis. Regular columns on youth are usually welcome, as are announcements of guidance events and student awards.

J. Referral

Being able to diagnose situations and then make a proper referral to another person or agency is a mark of a truly professional counselor. Referral to another counselor or teacher may be appropriate when students have a problem about which they would be more comfortable talking to someone else.

Examples:

Often the counselor is the first person to identify a student who needs special expertise such as that offered by a psychologist, social worker or the special education service provider.

Referral to community mental health, family counseling or substance abuse treatment centers.

Referral to any nonschool agency should be done with the consent of the parent unless there is imminent danger to others or to the student if immediate action were not taken. School district policies should be followed in any case.

K. Placement and Follow-Up

Counselors have a major role in placing students at the next educational level, into special programs, and placement of students into advanced education or into employment.

Examples:

Orientation of all students to new levels, often a combined function of teachers and counselors.

Assisting students with selection of elective courses appropriate to the student's abilities and aspirations.

Providing information and assistance to those filling out applications for admission, jobs or financial aid.

Conducting credit checks, exit interviews and follow-up studies.

Filling out yearly placement information gathered by the Department of Public Instruction.

Coordination of placement interviews with college representatives, employers and Job Service personnel.

L. Evaluation and Research

The purpose of evaluation is to assess the current level of success in meeting program objectives as established in a school's career guidance plan. The plan objectives will be based on student needs, state mandate and societal expectations. The evaluation will point out strengths and needs of the program.

Research can be formal or it can be simply data gathering, but generally it will be for the purpose of determining how effective a technique or program is at meeting career guidance objectives.

III. PLANNING PROCESS

Commitment to a planning process is essential to develop a career guidance plan which will result in student outcomes appropriate for students of a particular school district.

We have listed two commonly used planning models, A.I.R. & River City, (Pages 213-217) in the resources section. Whether an existing model is used or one is developed locally, the process should result in a plan that is based on local student needs. The plan will of course consider state mandates, ethical standards and practices, as well as community expectations.

A planning process to be effective will include the following elements:

A. Assessment of desired student outcomes.

—What skills will the student need and what behaviors will be learned?

B. Assess current status:

—Is the program meeting desired student outcomes?
—How is it perceived by publics, including students, parents, teachers, and community?

C. Assessment of student needs:

—A survey of students is essential. Two examples of instruments are the ACT Student Needs Assessment Survey and the ACT Student Opinion Survey. Locally developed surveys may also be used.

D. Establish program goals and set priorities.

—What services will all students receive?
—What services will be established?
—Is adequate staff available?

E. Establish both student performance objectives and program objectives.

—These will be specific.
—These objectives must be "do-able" and have measurable outcomes.

F. Plan activities to meet priority objectives and plan program strategies.

—Who will do the activity?
—How will its effectiveness be measured?
—When will activity be performed?

G. Deliver activities.

—Monitor for timelines.
—Make changes if summative evaluation indicates such need.

H. Evaluate outcomes.

—Were desired outcomes demonstrated?
—Were staff and chosen activities effective?
—Communicate evaluation results.

The career guidance plan for the district should be written and communicated to all interested persons. It is especially critical that the Board of Education be kept aware of the plan, and that they be a part of the planning process.

The personal-social, career, and educational development of our students is too important to leave to chance—planning is the only way to assure desired student outcomes.

CHAPTER III

GUIDANCE ACTIVITIES IN THE CURRICULUM
PERSONAL AND SOCIAL DEVELOPMENT - EDUCATIONAL DEVELOPMENT -
CAREER DEVELOPMENT

The life skill activities in this chapter are coordinated with the developmental age characteristics, kindergarten through grade twelve. The K-3 activities take into consideration the importance of self and the significance of adults in the child's life. The 4-6 activities deal with the beginnings of social responsibility for self and for relating to peers and adults.

The 7-9 activities are directed at the transition from child to adult with special assistance in creating awareness of developing self as the early adolescent relates to others and is gathering information for making decisions pertinent to continued development and education.

The final set of activities for 10-12 are intended to help students prepare for independent living and the transition into the adult world.

* This curriculum is intended for examination and use by all individuals concerned with the life skills of children. This could include families, all school personnel, and other individuals in the community.

* Utilization of these life skill activities are dependent upon the life skills of the adults providing direction, the concerns of parents and of the community. Life skills involve the academic, career, and the personal-social.

* The individuals using these materials may wish to pick and choose specific life skill activities, or they may wish to follow the procedure suggested for establishing a life skills curriculum.

* The life skill activities given for various age groups have been selected with the consideration of the developmental tasks of each age group.

* Most of the time, outcomes are viewed in terms of higher scores. Perhaps one should think of outcomes in terms of involvement, e.g., the degree of involvement of the students, staff, and entire community.

* A life skill curriculum outline should provide for recording priorities, what activities have been done, and at what grade level.

* This would not only insure recording of what is being done, but it could also eliminate duplication of efforts.

* This model is not presented as a comprehensive curriculum. It is necessary for each school to look at its own needs, prioritize them, and select life skill curriculum materials.

* The more the staff, parents, and community are involved with this process, the more the life skill or guidance program will become overt as opposed to a covert curriculum.

* With making guidance an overt life skill curriculum, the public knows what the counselor is doing and there is much less need to justify the program.

* This implies moving from having a guidance program to having a life skills curriculum with all involved.

* It would probably not be possible to meet all the goals and objectives in one year. Each counselor or guidance committee needs to decide what is most appropriate for their district.

* It is very important to set yearly priorities and to establish a three to five year plan. After about five years, it is usually necessary to do another needs assessment and re-evaluate the curriculum.

* The format of this section allows for the flexibility of adding life skill activities. By being selective, it is possible to relate the goals, objectives, and outcomes to your specific school and community.

* One must realize that relating goals, objectives and outcomes is a lot of work, and one cannot always achieve 100% agreement. The importance of having a chance for various individuals to interact and clarify their thinking and values cannot be overemphasized.

The flow chart is included so users of the curriculum can easily see and compare the expected student outcomes at each level. School personnel working at any grade level can quickly see the specific student outcomes aimed for at that level as well as the levels above or below.

At the grades 4-6 and 7-9 levels there is some overlap of expected student outcomes. This is because the age characteristics could be similar depending on whether the school has a middle school, junior high, or 9-12 high school. Users in the 4-6 and 7-9 levels might want to look at both sets of outcomes and activities and choose which fit their needs better.

The curriculum is written as a guide for helping each school district develop its own specific curriculum to meet its specific needs. Each school is encouraged to study the framework of the curriculum (the goals, objectives, and student outcomes) and then use the activities that meet local goals and objectives. The next step is to write additional goals and objectives aimed at meeting the needs and choose activities from many other resources to fill out its own curriculum. It is highly recommended that each school view this curriculum as a beginning, realizing that one curriculum can never meet the needs of every school district.

CHAPTER III

GUIDANCE ACTIVITIES IN THE CURRICULUM
PERSONAL AND SOCIAL DEVELOPMENT - EDUCATIONAL DEVELOPMENT - CAREER DEVELOPMENT

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

Goal A: For the student to enhance awareness of the uniqueness of self.

Objective I: The student will demonstrate a positive attitude toward self as a unique and worthy person.

Objective II: The student will demonstrate understanding of the influencing factors in developing a positive self-concept.

Goal B: For the student to develop an appreciation for others that will enrich interpersonal relationships.

Objective I: The student will demonstrate an acceptance of the similarities and differences among people.

Objective II: The student will demonstrate competencies and skills for interacting with others.

Goal C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship.

Objective I: The student will demonstrate the ability to deal effectively with emotions, to cope successfully with stress, and to practice self-discipline.

Objective II: The student will maintain good physical health.

Objective III: The student will utilize personal skills, attitudes, and competencies for becoming a contributing, responsible citizen.

Objective IV: The student will demonstrate an understanding of the concept of leisure and how it relates to one's life style.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

Goal A: For the student to develop an understanding of the importance of minimum educational competencies in order to function in a rapidly changing society.

Objective I: The student will demonstrate the importance of applying the essential skills in the academic disciplines--communication, mathematics, economics, and science and technology.

Objective II: The student will utilize skills that facilitate learning.

Objective III: The student will grow in understanding of our fast-paced society and will acquire the skills to adapt.

Goal B: For the student to realize the influence of one's education in planning for and in living a responsible, self-fulfilling life.

Objective I: The student will demonstrate skills in making educational decisions and choosing alternatives in planning for one's life.

Objective II: The student will demonstrate an understanding that a changing world demands lifelong learning.

Objective III: The student will demonstrate an understanding of the importance of using leisure time for fulfilling needs.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

Goal A: For the student to develop an appreciation for and a positive attitude toward work.

Objective I: The student will demonstrate an awareness of the dignity in all work.

Objective II: The student will understand how occupations and careers relate to needs and functions of society.

Goal B: For the student to be actively engaged in his/her career and vocational development process.

Objective I: The student will demonstrate skills for locating, evaluating and interpreting information about vocational career opportunities.

Objective II: The student will demonstrate appropriate skills in making decisions about vocational and career goals.

Objective III: The student will demonstrate employment-seeking skills.

Objective IV: The student will utilize available placement services based on his/her interests and capabilities/skills.

Goal C: For the student's career decision-making to be enhanced by involving the student's family.

Objective I: The student's family will be encouraged and provided the opportunity to become involved in the student's career decision-making process.

PROGRAM COMPONENT I PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL A For the student to enhance awareness of the uniqueness of self

OBJECTIVE I THE STUDENT WILL DEMONSTRATE A POSITIVE ATTITUDE TOWARD SELF AS A UNIQUE AND WORTHY PERSON

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
verbalize both positive and negative feelings	assess personal likes and dislikes	assess personal likes and dislikes	gain an understanding and acceptance of his/her strengths and weaknesses and attain skills in building on the strengths
identify the behaviors that he/she enacted throughout the day	assess individual behaviors required for success in different situations	assess individual attributes required for successfully fulfilling different roles	receive feed-back from peers regarding his/her personal characteristics and grow in achieving a realistic perception of self
describe behavior that he/she likes about self	describe physical & emotional factors as they relate to different stages of development	describe physiological & psychological factors as they relate to adolescent growth and development	demonstrate an improved attitude toward self and others
identify behavior admired in others	discuss how one's behavior influences the feelings and actions of others	discuss how one's behavior influences the feelings and actions of others	demonstrate an understanding of environmental influences on one's behavior
demonstrate a positive attitude about self	demonstrate coping skills acceptable to self and others	demonstrate coping skills acceptable to self and others	demonstrate ability to accept self as a total person with unique and worthy traits, characteristics, and potential

PROGRAM COMPONENT I PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL A For the student to enhance awareness of the uniqueness of self

OBJECTIVE II The student will demonstrate understanding of the influencing factors in developing a positive self-concept

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
discuss situations and related behaviors	identify the influence of the environment on attitude and behavior	identify the influence of one's environment on personal attitude and behavior	experience growth in the development of a healthy attitude toward self
discuss and share feelings about self	identify interests, strengths and weaknesses as components of personal uniqueness	identify environmental influences on aptitudes and how they help to determine personal uniqueness	identify and appreciate the characteristics that are unique about him/herself
discuss how understanding various individual differences helps everyone be themselves	identify specific life experiences that are influenced by personal characteristics and self-perceptions	identify specific life experiences that are influenced by personal attributes and self-perceptions	demonstrate an understanding of the personal attributes that are significant in achieving personal, social, educational, and vocational goals
define and discuss the meaning of self-concept	understand the relation between self & the development of a positive self-concept	demonstrate an understanding of self as it relates to development toward a positive self-concept	demonstrate the ability of self-management in developing and maintaining a healthy self-concept

PROGRAM COMPONENT I PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL B For the student to develop an appreciation for others that will enrich interpersonal relationships

OBJECTIVE I The student will demonstrate an acceptance of the similarities and differences among people

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
identify the ways that individuals differ in interests, values, and strengths & weaknesses	describe the importance of similarities as well as differences among people	describe the importance of similarities as well as differences among people	experience opportunities for deeper interpersonal relationships
discuss how the differences among people relate to their uniqueness	demonstrate an appreciation for the similarities and differences among people	demonstrate an appreciation for the similarities and differences among people	develop an appreciation for the individuality of others
discuss how understanding the similarities and differences of people contributes to personal development	demonstrate an acceptance and appreciation for the personal uniqueness of others	demonstrate an acceptance and appreciation for the personal uniqueness of individuals	accept and respect the rights and opinions of others

PROGRAM COMPONENT I PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL B For the student to develop an appreciation for others that will enrich interpersonal relationships

OBJECTIVE II The student will demonstrate competencies and skills for interacting with others

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
make positive statements about self and others	demonstrate concern and respect for feelings and interests of others	demonstrate concern and respect for feelings and interests of others	experience a variety of opportunities for group interaction
demonstrate an awareness that all persons have needs to belong and to be accepted by others	distinguish between self-characteristics and group characteristics	distinguish between self-characteristics and group characteristics in inter-relationships	exhibit appropriate social skills in group activities
demonstrate feelings that are open, warm, and accepting of others	demonstrate tolerance and flexibility for interpersonal relationships in group situations	demonstrate tolerance and flexibility for interpersonal relationships and group participation	demonstrate ability in socialization skills, self-control, and respect for others
identify individual needs as they relate to a group	demonstrate contributing competencies in group situations	contribute in group activities demonstrating competencies in interrelating with group members	modify his/her value system based on feedback from interpersonal relationships
describe desirable skills for interacting with and relating to others	relate values to interpersonal communication	relate values to the process of interpersonal communication and begin to identify one's own value system	demonstrate knowledge and skills of societal interdependence

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PROGRAM COMPONENT I PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL B For the student to develop an appreciation for others that will enrich interpersonal relationships

OBJECTIVE II The student will demonstrate competencies and skills for interacting with others

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
identify sources and effects of peer pressures	discuss alternative behaviors when peer pressures are in conflict with one's value system	discuss advantages and disadvantages of various life styles	implement coping skills when dealing with pressures
demonstrate social skills	demonstrate socialization skills	demonstrate socialization skills	exhibit a life style that is congruent with life career goals

PROGRAM COMPONENT I PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE I The student will demonstrate the ability to deal effectively with emotions, to cope successfully with stress, and to practice self-discipline

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
identify words that describe feelings	identify experiences influencing emotions	identify experiences that are emotional	Understand emotions and how they are expressed
identify ways that individuals express feelings	demonstrate ways of dealing with emotions	demonstrate alternate ways of dealing with various and different emotions	demonstrate control of emotions, stress, and self
understand stress and conflict	identify internal and external sources of stress and conflict	identify internal and external sources of stress and conflict	understand the effect of emotions on one's behavior and decisions
discuss the causes of stress and conflict	demonstrate knowledge of how to direct emotions into socially acceptable behavior	demonstrate knowledge of how to direct emotions into socially acceptable behavior	exhibit maturity in coping with emotional and stressful situations within him/herself and others
be aware of the way he/she acts in stress and conflict	choose between alternative behaviors to specific emotional situations	choose between alternative behaviors appropriate to specific emotional situations	demonstrate increasing maturity in dealing with situations that are emotional

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PROGRAM COMPONENT I PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE I **The student will demonstrate the ability to deal effectively with emotions, to cope successfully with stress, and to practice self-discipline**

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
compare his/her reactions to stress and conflict with those of others	demonstrate ways of dealing with reactions of others under stress and conflict	demonstrate ways of dealing with reactions of others under stress and conflict	demonstrate ways of coping with emotional reactions of others
	demonstrate alternate ways of coping with his/her conflicts, stress, and emotions	demonstrate alternate ways of coping with his/her conflicts, stress, and emotions	maintain self-discipline and rational behavior in dealing with emotional conflicts and stress

PROGRAM COMPONENT I PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE II The student will maintain good physical health

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
identify parts of the human body and their functions	demonstrate knowledge of good health habits	demonstrate knowledge of good health habits	demonstrate knowledge of the factors important in maintaining good health
identify changes in physical appearance as a result of development	describe and show knowledge of developmental changes: physical, social, emotional	describe and show knowledge of other developmental changes: physical, psychological, social, emotional, etc.	develop good physical health habits
			appreciate how developmental changes in the life cycle affect physical health

PROGRAM COMPONENT I PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE III The student will utilize personal skills, attitudes, and competencies for becoming a contributing, responsible citizen

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
identify the basic needs of people	identify sociological needs and the ways they are met	identify psychological needs and the way they are met	understand and appreciate the qualities of responsible citizenship
discuss individual rights and privileges	show respect for legal and moral rights of self and others	show respect for legal and moral rights of self and others	demonstrate by his/her actions good citizenship skills
show understanding of self-discipline and responsibility	demonstrate skills in disciplining self and in being responsible for own behavior	demonstrate skills in disciplining self and in being responsible for own behavior	understand and be able to demonstrate respect for the rights of others and self
identify his/her responsibilities within the family, the school, and the community	demonstrate ways that he/she contributes to society	identify and demonstrate ways that he/she contributes to different environments and society as a whole	demonstrate ability in meeting needs both dependently and independently

PROGRAM COMPONENT I PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE IV The student will demonstrate an understanding of the concept of leisure and how it relates to one's life style

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
explain what "free" time is.	understand and explain what leisure-time is	demonstrate an awareness of the concept of leisure	acquire a basic knowledge of life cycles and corresponding life styles
make satisfying decisions about his/her "free" time without direction from an adult	demonstrate ways to use leisure time	identify current individual leisure time choices	realize the importance leisure-time activities play in making daily life more satisfying
demonstrate ways to use "free" time	make satisfying decisions about his/her leisure-time without directions from an adult	understand the relationship between leisure time choices and the maintenance of mental, emotional and physical health	acquire the skills needed to be able to pursue meaningful leisure-time activities at different life cycle stages
	understand how leisure time is used to relieve stress and make life more enjoyable	assess personal leisure time choices in relationship to his/her developing life style and the attainment of future goals	demonstrate understanding of the relationship between leisure-time activities and the maintenance of good physical and mental health

PROGRAM COMPONENT II EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL A For the student to develop an understanding of the importance of minimum educational competencies in order to function in a rapidly changing society

OBJECTIVE I The student will demonstrate the importance of applying the essential skills in the academic disciplines--communication, mathematics, economics, and science and technology

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
describe ways that academics are used in the classroom, the home, and community	describe the importance of academic skills in society	describe the importance of communication, mathematics, economics, and science and technology in society	demonstrate the application of academic skills
discuss the inter-relationship of academic skill areas	assess individual strengths and weaknesses in academic skills	identify basic skills needed in various interest areas	relate assessment skills to personal interests
identify ways that he/she relies on academic skills to satisfy needs	identify academic skills needed in various interest areas	assess individual strengths and weaknesses in the basic academic disciplines	describe the importance of academic skills for achieving desired life style, standard of living, and occupational choices
identify his/her strengths and weaknesses in the academic areas	implement a plan of action for improving academic skills	implement a plan of action for improving skill proficiencies and overcoming deficiencies	use knowledge and skills in academic disciplines in planning and achieving goals

PROGRAM COMPONENT II EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL A For the student to develop an understanding of the importance of minimum educational competencies in order to function in a rapidly changing society

OBJECTIVE II The student will utilize skills that facilitate learning

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
follow instructions and complete assignments	assume responsibility for learning	assume responsibility for learning	develop ownership of academic motivation
work independently	demonstrate an understanding of individual differences in learning	demonstrate an understanding of individual styles and how they relate to learning	develop independent study habits
share and work cooperatively on group tasks	plan and implement projects with others	plan and implement projects with others	demonstrate the ability to determine priorities and to complete learning tasks independently
discuss school tasks that are similar to skills essential for career success	utilize educational resources for improving knowledge and skills	utilize educational resources for improving knowledge and skills	analyze and compare his/her achievements to those skills necessary for short-range and long-range planning
be aware of school and community workers	be aware of the importance of effort in learning	define the relationships of effort and reward in learning	demonstrate effective decision-making skills in the learning process

PROGRAM COMPONENT II EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL A For the student to develop an understanding of the importance of minimum educational competencies in order to function in a rapidly changing society

OBJECTIVE III The student will grow in understanding of our fast-paced society and will acquire the skills to adapt

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
		The student will be able to	The student will be able to
		understand what effect a changing society has on occupations	understand how education relates to entering the job market
		relate changing occupations to continued education and study	accept lifelong learning as a way of life
		assess the skills needed to cope with changing job markets	attain skills to change and adapt to constantly changing requirements for occupations
		have knowledge of the basic skills needed as the basis for success in a variety of occupations	learn general skills that can apply to a variety of occupations

PROGRAM COMPONENT II EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B For the student to realize the influence of one's education in planning for and in living a responsible, self-fulfilling life

OBJECTIVE I The student will demonstrate skills in making educational decisions and choosing alternatives in planning for one's life

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
identify educational experiences they like	discuss the different factors that influence one's learning	discuss the different factors that influence one's learning	locate and utilize available resources for reaching potentials
describe the relationship between learning and effort	accept responsibility for developing one's potential	understand the concept of accepting responsibility for developing one's potentials	demonstrate appropriate educational performance that will lead to preparation for attaining desired goals
describe how making mistakes is a normal part of learning	accept making mistakes as an important part of learning	understand that success and failure in academic areas are an important aspect of learning	accept success and failure as a necessary part of planning for life goals
discuss the relationship of present and future learning	identify relationships between learning and various careers	identify advantages and disadvantages of different types of post-secondary educational and training programs	acquire knowledge of steps required for entrance into postsecondary educational/ training programs
identify learning strengths and weaknesses		demonstrate knowledge of the requirements for entering post-secondary educational and training programs	evaluate personal assets and limitations for meeting requirements for post-secondary educational/ training programs

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PROGRAM COMPONENT II EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B For the student to realize the influence of one's education in planning for and in living a responsible and self-fulfilling life

OBJECTIVE I The student will demonstrate skills in making educational decisions and choosing alternatives

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
		The student will be able to	The student will be able to
		select appropriate school courses that will reflect educational and career interests	identify and take necessary steps for applying and securing financial assistance
		discuss financial assistance for those desiring to continue education	implement necessary steps for making appropriate transition from high school to postsecondary training or world of work

PROGRAM COMPONENT II EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B For the student to realize the influence of one's education in planning for and in living a responsible, self-fulfilling life

OBJECTIVE II The student will demonstrate an understanding that a changing world demands lifelong learning

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
identify specific learning tasks that he/she enjoys	discuss learning as a life-long process	identify situations that require life-long learning	realize the necessity of life-long learning
describe experiences at home, at school, and in the community that make learning enjoyable	describe how changing personal, social, and economic needs make continued learning necessary	describe how changing personal, social, and economic needs make continued learning necessary	demonstrate an understanding of how constant changes in the world of work require frequent retraining and updating of employees
discuss change and how it affects choices	discuss how continued learning enhances one's ability to achieve personal and occupational goals	discuss how continued learning enhances one's ability to achieve personal and occupational goals	formulate educational plans that reflect continued learning directed toward achieving career/vocational goals
	identify changes in society and occupations as related to technological progress	identify changes in society and occupations as a result of technological progress	develop career/vocational plans that include the concept that a changing world demands life-long learning

PROGRAM COMPONENT II EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B For the student to realize the influence of one's education in planning for and in living a responsible self-fulfilling life

OBJECTIVE III The student will demonstrate an understanding of the importance of using leisure time for fulfilling needs

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
define leisure and list leisure activities pursued by family, self, and friends	describe present leisure-time activities explored	discuss how people use leisure time in different ways	determine priorities of leisure-time activities
identify leisure time at school and at home	discuss how people use leisure time in different ways	evaluate personal leisure time activities that are currently being explored	relate learning activities to leisure-time opportunities
describe ways that he/she may have satisfying leisure-time activities	plan activities for school and after school leisure time	plan activities for school and after school leisure time	understand how leisure-time activities relate to life career goals
discuss leisure-time activities available at home, school, and community	identify the values of leisure activities for enriching one's life	identify the values of various leisure activities for enriching one's life	demonstrate ways that one can expand skills and knowledge through worthy leisure-time activities
select individual and group leisure-time activities			plan and participate in leisure activities that enrich one's life

PROGRAM COMPONENT III CAREER DEVELOPMENT: Learning to Make a Living

GOAL A For the student to develop an appreciation for and a positive attitude toward work

OBJECTIVE I The student will demonstrate an awareness of the dignity in all work

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
identify and discuss different types of workers	discuss the variety of occupations and jobs	discuss the variety and complexity of occupations and jobs	realize the positive contributions all occupations make to our society
understand the importance of jobs in the community	demonstrate an understanding of the importance of personal characteristics to job success	demonstrate an understanding of how each job is important and has its place in society	understand the relationship between occupational roles and life styles
understand the importance of preparing for a job	relate self-knowledge to a variety of occupations and jobs	demonstrate an understanding of the importance of personal traits to job success	demonstrate an appreciation for the variety of jobs and their significance
		relate self-knowledge to a variety of jobs and occupations	demonstrate a wholesome and positive attitude toward work as an integral part of one's life

PROGRAM COMPONENT III CAREER DEVELOPMENT: Learning to Make a Living

GOAL A For the student to develop an appreciation for and a positive attitude toward work

OBJECTIVE II The student will understand how occupations and careers relate to needs and functions of society

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
discuss work-related activities necessary in the home & school	describe the relationships between the needs of society and work	describe how the needs of society and the work performed by the members of society are related	demonstrate the importance of work as it affects values and life styles
identify important community workers	describe how jobs satisfy individual needs	discuss how every occupation has appealing aspects	demonstrate an appreciation for the rewarding aspects of work
identify how community workers help everyone	demonstrate knowledge of occupations and jobs	demonstrate knowledge of how occupations and jobs contribute to society	differentiate among occupational opportunities on the basis of their contributions to the needs of society

PROGRAM COMPONENT III CAREER DEVELOPMENT: Learning to Make a Living

GOAL B For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE I The student will demonstrate skills for locating, evaluating and interpreting information about vocational career opportunities

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
describe work of family members, school personnel and community workers	identify ways occupations are classified	identify various ways occupations can be classified	identify the different characteristics of work roles
identify work activities that appeal to the student	examine the relationship of personal values and abilities to occupational interests	identify a number of jobs within an occupational classification	discuss the requirements of entry level occupations related to interests and to high school program of study
describe jobs that are unique to the student's community	identify a number of jobs within an occupational classification	demonstrate skills in using available school and community resources to learn about occupations	understand and make use of available handbooks and materials published by national, state, and local agencies and commercial publishers
	demonstrate skills in using school and community resources to learn about occupations	relate personal values, abilities, and skills to occupational profiles	describe a number of jobs in a given occupational classification or clusters

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PROGRAM COMPONENT III CAREER DEVELOPMENT: Learning to Make a Living

GOAL B For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE I The student will demonstrate skills for locating, evaluating and interpreting information about vocational career opportunities

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
identify different working conditions of jobs	discuss work conditions of local industry and business	discuss desirable aspects of work conditions of local occupations and jobs	design a workable guide for beginning the formulation of goals and plans which reflect the ability to locate, evaluate, and interpret information about career and vocational opportunities
			become familiar with the various classification systems to categorize occupations

PROGRAM COMPONENT III CAREER DEVELOPMENT: Learning to Make a Living

GOAL B For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE II The student will demonstrate appropriate skills in making decisions about vocational and career goals

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
discuss choices they make	describe career and vocational development as a continuous process	describe career and vocational development as a continuous process with sequential series of choices	compare alternate approaches that can be used in decision-making situations
identify simple strategies used in solving problems	distinguish between essential and non-essential skills in decision-making	assess his/her skills for making decisions	demonstrate the effective use of time, effort, and resources in making decisions
demonstrate basic steps in making a decision	identify goals and outline steps for establishing a plan of action in the decision-making process	clarify personal values and explain how values affect decision-making	identify alternate courses of action in a given decision-making situation
discuss the importance of learning skills for decision-making	clarify personal values and how values affect decision-making	distinguish between essential and non-essential skills in decision-making	state tentative career and vocational goals and objectives
evaluate skills at this level of development for making personal and educational decisions	assess his/her skills for making decisions	utilize decision-making skills in selection of courses and in setting tentative career goals	plan steps and take action for implementing vocational decisions

Continued on next page

PROGRAM COMPONENT III CAREER DEVELOPMENT: Learning to Make a Living

GOAL B For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE II The student will demonstrate appropriate skills in making decisions about vocational and career goals

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
identify alternatives in decision-making situations	utilize decision-making skills in setting tentative career goals	evaluate skills for decision-making	accept responsibility for the decisions made and for the consequences of the decisions--both positive and negative
			if needed, identify alternatives and/or options to decisions

PROGRAM COMPONENT III CAREER DEVELOPMENT: Learning to Make a Living

GOAL B For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE III The student will demonstrate employment-seeking skills

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The student will be able to	The student will be able to	The student will be able to	The student will be able to
recognize the interdependence of jobs	identify the demand for workers in various careers	interpret terms and concepts used in describing employment opportunities and conditions	demonstrate the ability to use and interpret information about job openings and opportunities
discuss facts about the economy	recognize the change in supply and demand for employees in different occupations	identify the demand for workers in various occupations	demonstrate educational and vocational skills required by employers
identify local employers	understand how his/her skills relate to occupations	recognize the influence of change in supply and demand for employees in different occupations at the local, state, and national level	apply social skills for an employment interview
identify skills of workers		assess his/her salable skills for making educational choices	apply skills in seeking employment

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PROGRAM COMPONENT III CAREER DEVELOPMENT: Learning to Make a Living

GOAL B For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE IV The student will utilize available placement services based on his/her interests and capabilities/skills

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
		The student will be able to	The student will be able to
		select vocational exploratory and introductory programs	apply career decision-making skills in course selection while in high school
		demonstrate knowledge of the training provided by the various programs that teach salable skills	make appropriate choices in his/her high school program that will lead to salable skills for entry level employment or to advanced training
		demonstrate knowledge of information related to employment opportunities	use job-search skills
		choose instructional programs that will best meet needs	use placement services to make appropriate transition from high school to entry level employment, armed services, or to postsecondary training leading to individual career goals

PROGRAM COMPONENT III CAREER DEVELOPMENT: Learning to Make a Living

GOAL C For the student's career decision-making to be enhanced by involving the student's family

OBJECTIVE I The student's family will be encouraged and provided the opportunity to become involved in the student's career decision-making process

DEVELOPMENTAL STUDENT OUTCOMES

K - 3	4 - 6	7 - 9	10 - 12
The family will be able to	The family will be able to	The family will be able to	The family will be able to
gain an understanding of the student's interests, abilities, and achievements	gain an understanding of the student's interests, abilities, and achievements	gain an understanding of the student's interests, abilities and achievements	gain an understanding of the student's interests, abilities, and achievements
assist the student in developing responsibility for self, belongings, and learning	assist the student in developing the responsibility for learning to learn	assist the student in yearly course selection and registration	demonstrate an understanding of the components of the career decision-making process
help the student develop an interest in learning	instill in the student that learning is a lifelong process	aid in the career decision-making process	assist the student in exploring career options and alternatives
		assist the student in understanding the relationship between school courses and occupation choices	become aware of a variety of career and educational opportunities available to students after completion of high school

ELEMENTARY
Grades K-3

The primary goal for elementary school guidance and counseling programs in Iowa is to aid children to master the personal, educational, and career developmental tasks which are essential for positive growth. This means guidance is concerned with all aspects of student development. Emphasis is placed on learning skills and attitudes that will help each student become a responsible, productive member of society.

Students in grades K-3 are very family-oriented. One of their tasks is to relate to other adults. Throughout the primary grades, students are fairly dependent on adults for structure.

Primary grade students understand at a concrete level. They are developing a self-identity and a sense of self-worth and confidence. These students are learning to relate to peers and to take responsibility for themselves and their possessions.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL A: For the student to enhance awareness of the uniqueness of self

OBJECTIVE I: The student will demonstrate a positive attitude toward self as a unique and worthy person

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. verbalize both positive and negative feelings

B. identify the behaviors that he/she enacted throughout the day

C. describe behavior that he/she likes about self

D. identify behavior admired in others

E. demonstrate a positive attitude about self.

II. SAMPLE ACTIVITIES

A. Classroom Activities

1. Have students make a list of feeling words. Let students take turns using a feeling word to complete the sentence, "I feel ..." (Page 10 Loess Hills AEA--Ref. #27)

2. Happy Face Mask

a. Have children cut out a "happy face mask". Then ask them to each tell a time they felt happy.

b. Have students sit in parallel lines facing each other. Tell them to listen to a story and hold the masks to their faces when the story makes them feel happy. They remove the masks when they do not feel happy. (Page 10 Loess Hills AEA--Ref. #27)

3. Feelings Charade Game. Have students draw a card from a stack of "feeling" cards; the students then act out the feeling.

4. "The Red and White Bluebird." Read the story from DUSO I (Ref. #8) and have each class member tell what is unique about them.

5. I like, I enjoy. Feelings inventory... Have the students complete a group of sentences.

a. Most of the time I feel ...

b. I am happy when ...

c. I am sad when ...

d. I am afraid when ...

6. Have students draw pictures that show, "I am good at ..." Then have them share with the class.

7. "Me" (My Friends and Me--Ref. #6)—the students learn the song and then tell what they like about themselves.

B. Counselor Activities

1. "People Puzzles"—have students cut out pictures (or draw them) which tell something about themselves, paste these on the tagboard and write their names on the tagboard. Then they are to cut their tagboard into six pieces and put these in an envelope. Another student puts this puzzle together, and once they have done this they look at the pictures and fill out an "I learned" card which tells what they learned about their classmate. These can be shared in a circle with emphasis on how to appreciate and accept similarities and differences. I learned that ...

2. Get together small groups of boys and girls who are experiencing similar situations so that they talk about their feelings, e.g., new babies in the family, death of a pet, older brother or sister, divorce, failing at something.

3. Talk about the meaning of self-concept and feeling comfortable with one's positive traits.

C. Whole School Activities

1. Make a "stars of the week" bulletin board. Take pictures of groups that are playing well together or are 'caught' helping someone. Have their picture up for a week then put it in an album in the library.

2. Cut articles from the newspaper that have the names of students of the school in them - place it in a prominent place.

D. Parent and Community Activities

1. Have a "family week." Plan something special to do with the family. Become aware of positive and negative comments that are made. Count how many positive and sincere compliments can be exchanged.

2. Write newspaper articles on the importance of self-esteem.

3. Send activities home that the family can do together, such as:

a. "If I could be any animal, I'd be a(n) because _____."

b. "If I could be a bird, I'd be a(n) because _____." (Page 127 100 Ways--Ref. #44)

4. Send the family activities home from My Friends and Me. (Ref. #6)

5. Warm and Fuzzy Clothesline. Ask each person to decorate a clothespin with names of family members. Attach each one to a piece of string in a commonly used area. Have everyone use these mini-mailboxes to share positive notes with one another. Send yourself one everyday as an example to others. Begin with "I appreciate ..." "I enjoyed..." "I like..."

III. EVALUATION

A. Students will be able to name three to five feelings (depending on grade level) and tell about a time they had this feeling.

B. Students will be able to name three positive traits they have.

C. Students will be able to name two friends and list three positive traits about them.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL A: For the student to enhance awareness of the uniqueness of self

OBJECTIVE II: The student will demonstrate understanding of the influencing factors in developing a positive self-concept

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. discuss situations and related behaviors

B. discuss and share feelings about self

C. discuss how understanding various individual differences helps everyone be themselves

D. define and discuss the meaning of self-concept.

II. SAMPLE ACTIVITIES

A. Use guidance stories (DUSO I, II--Ref. #8; Friends and Me—Ref. #6; Tad—Ref. #10) and have students identify how characters feel in the stories. Ask how they might feel and describe the times they were in a similar situation.

B. Labels for our feelings chart.

Pleasant Unpleasant

Brainstorm a list of words that are labels for feelings: tickled, upset, grouchy, etc. Have groups write them on machine tape and then cut them apart and sort them into categories. (Page 15 Loess Hills AEA--Ref. #27)

C. Sharing Is. Ask the students to think of the advantages of sharing as well as the difficulties. Ask questions. Then have students draw pictures of fun activities that are more fun when done with another person. Make a booklet "Doing Things Together." (Page 31 Loess Hills--Ref. #27)

D. What makes me feel important? Have students brainstorm ideas and list them on the board. Hand out a "throne sheet", picture of chair on a dais, and have students draw or write that which makes them feel important. Share with group, display. (Page 28 Kaleidoscope--Ref. #49)

E. How do you feel when ...

Hand out mimeographed sheets with eight feeling words written on them. Cut them apart. Discuss how people feel differently about the same event. Make tag cards with phrases on them. "Someone hits you." "You are waiting to be chosen for a game." "You are taking your report card home." Use several. Hold up the phrase and have children hold up one of their feelings cards and encourage them to tell why they feel that way.

F. Have students write down or draw some feelings that people don't like to talk about because a lot of people like to pretend that some feelings aren't there--a favorite one to pretend away is anger. (Page 19-32 Mouse--Ref. #39)

G. I think, I feel, I want Game

1. Ask a friend to be your partner

2. Sit facing your friend

3. Talk with your friend, starting each sentence with either "I think", "I feel", or "I want."

4. What did you discover? How does it feel starting each sentence with "I"?

III. EVALUATION

A. Each student will be able to list three things that make him/her unique.

B. Each student will be able to share two situations that make him/her feel good about himself/herself.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL B: For the student to develop an appreciation for others that will enrich interpersonal relationships

OBJECTIVE I: The student will demonstrate an acceptance of the similarities and differences among people

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. identify the ways that individuals differ in interests, values, and strengths & weaknesses

B. discuss how the differences among people relate to their uniqueness

C. discuss how understanding the similarities and differences of people contributes to personal development.

II. SAMPLE ACTIVITIES

A. "Me" Prints

1. Make student's own fingerprint, handprint, footprint.

2. Make characters out of prints

3. Clarify likeness and differences. (Page 22 Loess Hills—Ref. #27)

B. What Person in this Group...?

1. Divide into groups of 4 or 5

2. Given a sheet of 20 questions

a. Has the darkest eyes...?

b. Has the longest name...?

c. Could hide in the smallest place...? (Page 7 Kaleidoscope--Ref. #49)

3. Time Capsule. Explain that the group is going to make a time capsule and each one is going to put something about him/herself in the capsule. At the year we'll open up the capsule and see how we have changed and grown.

Include: Name
Weight
Height
I want to learn... (Page 18 Loess Hills AEA--Ref. #27)

4. Things I can do now

a. Ask children to put down on their sheets or talk about one word clues of all the things they have learned to do since they were small, such as: run, jump, smile, hug, talk, play.

b. Ask children to share what they can do now that they are most proud of, most fun, etc.

c. Repeat at the end of school.

III. EVALUATION

A. Each student will be able to tell two ways he/she is different from a classmate.

B. Each student will be able to pick a classmate and tell one way he/she is like the classmate and one way he/she is different.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL B: For the student to develop an appreciation for others that will enrich interpersonal relationships

OBJECTIVE II: The student will demonstrate competencies and skills for interacting with others

LEVEL: K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. make positive statements about self and others

B. demonstrate an awareness that all persons have needs to belong and to be accepted by others

C. demonstrate feelings that are open, warm, and accepting of others

D. identify individual needs as they relate to a group

E. describe desirable skills for interacting with and relating to others

F. identify sources and effects of peer pressures

G. demonstrate social skills.

II. SAMPLE ACTIVITIES

A. The Car Wash. Line up the class in two parallel lines. Then one student is sent through the wash (between the lines) and everyone touches him/her and says words of praise, affection, and encouragement. The pats on the back, etc., produce a sparkling, shiny, happy "car" at the end of the wash. (Page 223 100 Ways--Ref. #48)

B. Everyone has feelings

1. Have students role play familiar family situations given in the episodes.

2. Discuss the feeling of each family member involved and how they might show regard for one another's feeling. (Page 23 Kaleidoscope--Ref. #49)

C. Messages about me

1. Have one student lie on a piece of paper and outline a body.

2. Ask the class to write comments about the person on his outline which demonstrates qualities of the person that we like, prize or respect. No negative comments are allowed. (Page 36 Kaleidoscope—Ref. #49)

D. Warm Fuzzy Story. Read the story and have a warm fuzzy box in the classroom.

E. Strength Bombardment. Choose one volunteer to be "it." The class is directed to think of all the good things about "it." Try to get students to be specific. Only positive things can be told. (Page 38 Kaleidoscope--Ref. #49)

F. Seasonal Themes. Seasonal themes such as a turkey body, Santa pack & presents, umbrella with raindrops, bunny with eggs and flowers with petals could all be used for each student. Each day each student writes a positive comment about a different person in the room and attaches to display.

III. EVALUATION

A. Each student will be able to say three positive statements about self and three positive statements about a friend.

B. Students will be able to give three characteristics of a friend.

C. Each student will list two things they do to be accepted by others.

D. Students will identify one situation where a friend influenced them to do something they did not want to do.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE I: The student will demonstrate the ability to deal effectively with emotions, to cope successfully with stress, and to practice self-discipline

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. identify words that describe feelings

B. identify ways that individuals express feelings

C. understand stress and conflict

D. discuss the causes of stress and conflict

E. be aware of the way he/she acts in stress and conflict

F. compare his/her reactions to stress and conflict with those of others.

II. SAMPLE ACTIVITIES

A. Have students make a feeling thermometer using words that give "I'm OK" and "I'm not OK" feelings

B. How mad do you get when? Give students a sheet that has situations on it such as:

1. Someone bawls you out for playing in the street. Under each picture is grumpy, angry, very angry.

2. Choose how you would feel under those circumstances.

3. Discuss the situation. (Page 25 Kaleidoscope—Ref. #49)

C. "Quieting Reflexes." Use relaxation exercises. Most county drug abuse centers have the script and tapes.

D. Rumble Jumble

Place sentence strips with lead-on statements around the room. Tell the children you're going to play a game that will help them find out who they are like and who they are different from. When you say "Rumble Jumble" you are to walk to the sentence strip they want to talk about. Rapidly let each child finish the sentence. Run this around a time or two, finding other sentences to talk about. Sentence strips with the following lead-on statements written on them: "I'm happy when...", I like...", "I feel sad when...", I get angry when...", I wish that...", "I feel afraid when...", "I'm proud that...", "I don't like..." (Page 8 Kaleidoscope—Ref. #49)

E. Short Story Starters:

1. Give the students a sentence starter and have the student develop a story from it.

a. My sister is always getting into my things.

b. Sometimes I put milk in my brother's pop.

c. Today is Friday

d. Once when my mom visited us, she brought expensive gifts for my sisters but nothing for me.

e. I couldn't eat or sleep when my cat got run over.

f. I was at my friend's house and had to leave, but I didn't want to.

III. EVALUATION

A. Students will be able to identify three ways their bodies indicate stress or relaxation.

B. Students will be able to identify one positive and one negative result of conflict.

C. Students will be able to identify several types of conflict areas.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE II: The student will maintain good physical health

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. identify parts of the human body and their functions

B. identify changes in physical appearance as a result of development.

II. SAMPLE ACTIVITIES

A. Play "Simon Says" pointing to parts of the body and calling by name.

B. Read books about growing that are in your library.

C. Play store, put up pictures of the food groups and have the 'food' in the store be placed into sections for the food groups.

D. Help the students plan the school menu for a day.

E. Plan a 'Healthy Living Month'. Help the students plan for parties and snacks.

F. Have an aerobics teacher come in and teach the students exercises they can do each day.

G. Read the DUSO story (Ref. #8), "The Jogger." Discuss what parents do to relieve strain.

III. EVALUATION

A. Students will be able to identify the parts of the body and their functions.

B. Students will be able to plan a simple meal using the four food groups.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE III: The student will utilize personal skills, attitudes, and competencies for becoming a contributing, responsible citizen

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. identify the basic needs of people

B. discuss individual rights and privileges

C. show understanding of self-discipline and responsibility

D. identify his/her responsibilities within the family, the school, and the community.

II. SAMPLE ACTIVITIES

A. Read the DUSO story (Ref. #48), "It's a Free Country." Discuss the consequences of familiar school and home situations.

B. Brainstorm ideas and list on the board why school is important.

C. Talk about community helpers and draw pictures of them doing something in the community.

D. Plan a career day when community people share their talents and contributions to the community.

E. Plan a walk to a local park and talk about the many things that people have done to make their yards and places look nice. Have students list all the ways that they contribute to keeping their community and neighborhood neat.

III. EVALUATION

A. Each student will be able to list three basic needs that all people have.

B. Each student will be able to list two family chores that he/she can do now that he/she could not do two years ago.

C. Each student will be able to identify two responsibilities of individuals that students come in contact with, e.g., parents, teachers, janitors, etc.

D. Each student will be able to identify two privileges (behaviors, things, etc.) that people in different situations have earned.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE IV: The student will demonstrate an understanding of the concept of leisure and how it relates to one's life style

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. explain what "free" time is

B. make satisfying decisions about his/her "free" time without directions from an adult

C. demonstrate ways to use "free" time.

II. SAMPLE ACTIVITIES

A. Have students list the things they like to do when someone does not have a 'job' for them.

B. Talk about activities you like to do with adults.

C. Compare the things you have fun doing with those you see older people doing.

III. EVALUATION

A. Students will be able to tell how their favorite toy affects the use of their "free" time.

B. Each student will be able to list three activities he/she would like to do when there is nothing to do instead of being "bored."

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL A: For the student to develop an understanding of the importance of minimum educational competencies in order to function in a rapidly changing society

OBJECTIVE I: The student will demonstrate the importance of applying the essential skills in the academic disciplines--communication, mathematics, economics, and science and technology

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. describe ways that academics are used in the classroom, the home, and community

B. discuss the inter-relationship of academic skill areas

C. identify ways that he/she relies on academic skills to satisfy needs

D. identify his/her strengths & weaknesses in the academic areas.

II. SAMPLE ACTIVITIES

A. Classroom Activities:

1. Have students interview parents about specific areas they are studying (math, science, reading) and list all the ways they use them at home and outside the home.

2. Have each student do a time-line chart for various skill areas. On each chart start with what they learned first, significant learning along the way, learning now, and what they will probably learn in the future.

3. In and Out of School. Discuss ways things learned in school are useful in and out of school. (Page 127 Loess Hills AEA—Ref. #27)

4. I'd be Rich. Have students do self-evaluation of their grades. (Page 133 Loess Hills AEA--Ref. #27)

5. Want Ads. Have students look at the level of education needed for various jobs. (Page 133 Loess Hills AEA--Ref. #27)

6. Have each student list three things he/she is good at and three things he/she is not so good at. Then talk about ways they can improve the weak areas.

7. Help students set goals to work on one weak area for a period of time without neglecting their strong areas.

8. Draw a chart on the blackboard with the various subject areas at the top. Have the students point out how some subject areas are used when learning other subjects and fill in the chart.

B. Counselor Activities

1. Maintain a list of parents, retired persons, etc., who would be willing to tutor students.

2. Train upper elementary peer helpers to serve as tutors with lower elementary students.

3. Coordinate the tutoring program.

4. Conduct small groups in which students can talk about the things they are good at and the things they are not so good at. Discuss which can be changed and which cannot.

5. Conduct teacher training on how to use "contracting" to help students improve academic skills.

C. Whole School Activities

1. Have everyone in school including staff make a list of things they would like to learn. Then plan a mini-course day using these topics for the courses offered. Staff, parents, and resource people would teach the classes. Students and staff would attend the classes.

D. Parent and Community Activities

1. Have students ask parents what reading and math skills the parents use in their jobs and around home.

2. Have parents and community workers talk to the students about what they need to know in their different jobs.

3. Have parents sign a contract to help their child with his/her academic skills by providing a place to study, helping to learn the multiplication facts, reading to their child, etc.

III. EVALUATION

A. Students will identify signs that give directions in school, home, and community.

B. Students will list five ways numbers are used in the home, e.g., telephone, address, checking account, etc.

C. Students will be able to identify one school related area they would like to improve and get an adult to assist them.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL A: For the student to develop an understanding of the importance of minimum educational competencies in order to function in a rapidly changing society

OBJECTIVE II: The student will utilize skills that facilitate learning

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. follow instructions and complete assignments

B. work independently

C. share and work cooperatively on group tasks

D. discuss school tasks that are similar to skills essential for career success

E. be aware of school and community workers.

II. SAMPLE ACTIVITIES

A. Classroom Activities

1. I want to do it by myself. Contrast differences of independence between a kindergartener and a third grader, and point out how self-responsibility affects learning. (Page 128 Loess Hills AEA--Ref. #27)

2. Discuss contracts and how people use them. Write contracts to improve specific skill areas.

3. Develop a work habit self-check list and have students categorize items similar to "20 Things I Love to Do" (who helps you do this, is it easy, hard, medium, starring the top two you want to change).

4. They help us do work. Discuss how school tasks are used in various jobs. (Page 130 Loess Hills AEA--Ref. #27)

5. What we must know. Make a list of jobs requiring certain school skills. (Page 130 Loess Hills AEA--Ref. #27)

6. Things people do. Examine how jobs people do are related to what is studied in school. (Page 130 Loess Hills AEA--Ref. #27)

7. We all need school skills. Discuss how academic skills help adults on their jobs. (Page 131 Loess Hills AEA--Ref. #27)

8. Collage of workers. Make a collage of skills used by each worker. (Page 134 Loess Hills AEA--Ref. #27)

9. Are they alike? Examine how skills learned in school are used in local jobs. (Page 135 Loess Hills AEA--Ref. #27)

10. I am here. Have students keep track of their own attendance - school - their job. (Page 136 Loess Hills AEA--Ref. #27)

11. Good workers are... Identify the characteristics of a good worker. (Page 136 Loess Hills AEA--Ref. #27)

12. On the job. Examine how school is a work situation for students. (Page 136 Loess Hills AEA--Ref. #27)

13. Work habits for the job. List qualities of a good worker - school and job. (Page 136 Loess Hills AEA--Ref. #27)

14. Telling traits. Discuss how worker traits apply to school. (Page 138 Loess Hills AEA--Ref. #27)

15. Assign students a group task in which they will need to work cooperatively.

B. Counselor Activities

1. Develop contracts for individuals having trouble with study and work habits. Invent ingenious systems.

2. Use peer facilitators as big brothers/sisters to spend time with student when they finish work tasks. Also utilize peers in discussing study habits and general learning skills.

3. Coordinate peer helper program so that students who need extra help can be matched with upper elementary peer helpers.

4. Run small groups for children who have difficulty following directions, staying on task and/or cooperating with others.

C. Whole School Activities

1. Give school-wide recognition for good work habits.

2. Using a bulletin board that would be seen by all students, feature one school worker each week. Include the school learning that is used in that job.

D. Parent and Community Activities

1. Plan a program for parents and community about how important self-responsibility is for all children and what parents can do to foster self-responsibility.

III. EVALUATION

A. Students will list three things that interfere with following directions.

B. Students will list two things they like to do independently and two things they like to do in a group.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B: For the student to realize the influence of one's education in planning for and in living a responsible and self-fulfilling life.

OBJECTIVE I: The student will demonstrate skills in making educational decisions and choosing alternatives in planning for life roles

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. identify educational experiences they like

B. describe the relationship between learning and effort

C. describe how making mistakes is a normal part of learning

D. discuss the relationship of present learning to future learning

E. identify learning strengths and weaknesses.

II. SAMPLE ACTIVITIES

A. Make a list of things children learn to do (swim, ride safely, dance, etc.) and identify what educational opportunities are related to them.

B. Have each student make a learning profile with three lists -- 10 things I can do well, 10 things I have accomplished, and 10 things I enjoy. Discuss lists.

C. Highlight National Education Week with programs about learning in schools during the past and what schools might be like in the future.

D. A Job for Bruce. Discuss how skill in school subjects is related to job success. (Page 124 Loess Hills AEA--Ref. #27)

E. Reasons for Learning. Have students share how they feel when they have learned something. Explain that learning can take place almost anywhere and at any time. (Page 125 Loess Hills AEA--Ref. #27)

F. Consult with teachers about techniques for motivating students.

G. DUSO Kit (D-1) (Ref. #8). Use the stories and activities from Unit V that focus on the reasons for learning.

H. Have students list three to five skills they are learning now, and then interview parents and school workers to see if they use these skills in their jobs.

I. Have students list three to five skills they are learning now. Then let them interview an upper elementary or junior high student to see if these skills are needed in upper elementary and junior high.

J. Have students make a list of mistakes they have made. Then discuss what they learned from these mistakes. Emphasize that we can usually learn from our mistakes and that making mistakes does not mean we are "dumb." It usually means we need a little more time to practice the skill.

III. EVALUATION

A. The student will be able to list three ways a specific learning task involves effort.

B. The student will be able to list three things he/she knows now that he/she did not know last year.

C. The student will be able to list two mistakes and identify the lesson he/she learned from it.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B: For the student to realize the influence of one's education in planning for and in living a responsible and self-fulfilling life

OBJECTIVE II. The student will demonstrate an understanding that a changing world demands life-long learning

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. identify specific learning tasks that he/she enjoys

B. describe experiences at home, at school, and in the community that make learning enjoyable

C. discuss change and how it affects choices.

II. SAMPLE ACTIVITIES

A. Do "20 things I love to do involving learning", 20 things I love to do activity - categorizing their responses will help students understand that learning happens in many places with different people and from many media.

B. Have students construct a time-line of significant learnings including projected learning. Be sure to discuss importance of change in themselves and others.

C. What do you like to do? Have students make headbands with pictures of their choice occupation and then role play the worker's job. (Page 123 Loess Hills AEA—Ref. #27)

D. I like to do. Allow students to choose a classroom job for the week. After the students have done their job for a week, share with the class what they liked best and least. (Page 43 Loess Hills AEA--Ref. #27)

E. Work: Good/Bad. Plan several times during the week when children can share what academic work they enjoy and the work they dislike. Then explore reasons for their dislikes and how they can change them to likes. (Page 43 Loess Hills AEA--Ref. #27)

F. Plan a time when the students can talk about what makes learning enjoyable. Then incorporate some of these enjoyable ways into classroom learning.

G. Working Together. Present students with several choices for free time activity. The first time students work in pairs and decide what to do. They must both choose the same activity. Several days later repeat with three students deciding together and then with four. Then allow time for sharing the advantages and difficulties in working with others. (Page 43 Loess Hills AEA—Ref. #27)

H. Have students share some of the changes in their lives they can remember, e.g., starting school, new brother or sister, divorce, death, etc. Then talk about how these changes affect the choices they can make.

I. In small groups have students talk about the changes taking place in the world since they were born. Brainstorm changes they would predict happening in their lifetimes. Then have students tell what kind of learning they will need to do to keep up.

III. EVALUATION

A. Each student will be able to list his/her favorite subject and tell two enjoyable things about it.

B. Each student will identify at least one way of making a specific learning activity more enjoyable.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B: For the student to realize the influence of one's education in planning for and in living a responsible self-fulfilling life

OBJECTIVE III: The student will demonstrate an understanding of the importance of using leisure time for fulfilling needs

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. define leisure and list leisure activities pursued by family, self, and friends

B. identify leisure time at school and at home

C. describe ways that he/she may have satisfying leisure time activities

D. discuss leisure time activities available at home, school, and community

E. select individual and group leisure time activities.

II. SAMPLE ACTIVITIES

A. Fun Alone. Discuss questions "What do you like to do alone?" Give the group $50 to spend.

B. Have students brainstorm ways they find satisfaction in leisure time activities. Draw pictures.

C. Make a collage of various leisure time activities.

D. Invite parents to visit class to discuss leisure time activities (hobbies, etc.).

E. Ask students to describe what the members of their families might do when they have free time. Discuss different life styles.

F. List some things that you have seen other people do in their leisure time.

G. Have students draw a picture of their favorite leisure time activity and display it on a bulletin board.

H. Make sure students have some leisure time each day or each week at school. Then talk about whose responsibility it is to decide what to do. Evaluate with the students how enjoyable this time was.

I. Conduct small groups with the topic "How to Make my Leisure Time Enjoyable vs. What Can I do? — I'm Bored."

III. EVALUATION

Each student will list one leisure activity for school, home, and community and describe how each is personally satisfying.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL A: For the student to develop an appreciation for and a positive attitude toward work

OBJECTIVE I: The student will demonstrate an awareness of the dignity in all work

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. identify and discuss different types of workers

B. understand the importance of jobs in the community

C. understand the importance of preparing for a job.

II. SAMPLE ACTIVITIES

A. Classroom Activities

1. Design a model town

a. Use large butcher paper

b. List things we want in our town -- draw on paper around roads

c. Identify workers we need in our town -- cut out pictures from magazines

2. Discuss why various jobs are important (e.g., what it would be like with no mail carrier, etc.).

3. Have students brainstorm a list of jobs. Then let them pantomime the tools used in each occupation.

4. Make job collages for specific occupations.

5. Social Studies - make a list of jobs necessary to early colonies. Are these jobs necessary today?

6. More Helpers - Page 83 Loess Hills AEA (Ref. #27)

a. Divide large mural paper into: home helpers, school helpers, and community helpers:

b. have students find and/or bring magazine pictures of people at work;

c. help them decide under which heading to paste pictures.

7. Worker Interview - Page 84 Loess Hills AEA (Ref. #27)

   a. Invite various workers to the classroom;

   b. Give adults a list of questions before the classroom visit:

      (1) What do you like doing in your job? Why?

      (2) What do you dislike doing in your job? Why?

      (3) What rewards do you get for doing your job?

      (4) Why did you choose your job (money, interest, etc.)?

   c. When adults are gone, have students respond to these:

      (1) "If I were (teacher, police, person, etc.), I would feel good about my job because_____.

      (2) "If I were _____, I would dislike my job because_____.

8. Someday - Page 108 Loess Hills AEA (Ref. #27)

   a. Have students complete a sheet with, I will be _____ someday because_____.

   b. Younger students may draw pictures;

   c. Emphasize that a person must prepare for jobs.

9. Puppet Shows - Page 88 & 89 Loess Hills AEA (Ref. #27). Page 372 Explore (Ref. #25)

   Students make up puppet shows about occupations and perform for their own class or other classes.

10. People I've Read About - Page 353 Explore (Ref. #25)

    Students are read to or read about the life of a famous person with the emphasis on that person's life career development.

B. Counselor Activities

1. Provide career awareness and world of work information to teachers.

2. Conduct staff training on infusing career development into existing curriculum.

3. Coordinate and/or contact various community people to visit and talk with the kids about their jobs.

4. Coordinate obtaining "career books" for kids to read, located either in the media center or the counselor's office.

5. Inform parents of various career materials available through parent education classes.

6. Write a "career corner" column in a guidance newsletter.

C. Whole School Activities

1. Have a school-wide poster contest on occupations. Posters show importance of the job.

2. Have a school-wide career day, bringing in various speakers.

3. Shadowing - Page 84 Loess Hills AEA (Ref. #27)

   Have students in all classes choose a school job they think they might like and have them spend time "working" with that person.

4. This place called school - Page 84 Loess Hills AEA (Ref. #27)

   Have planned tours by all classes or smaller groups to visit with various school personnel workers.

5. Have career bulletin boards just inside the main entry ways to the school.

D. Parent and Community Activities

1. Shadowing - Page 75 Loess Hills AEA (Ref. #27)

   Have the students spend half a day observing one of their parents working, take pictures, and write or give a short report.

2. Have classes go on tours of various places of local employment and have the opportunity to talk with workers.

3. Have parents visit classes, explaining about their jobs - how they got them, how they prepared for them, etc.

4. Have various local civic groups promote and finance various career activities.

5. Have a "guidance corner" column in the local newspaper or radio station.

III. EVALUATION

A. Given a list of occupations, students will match them with work performed.

B. I learned statements: students reflect on what they have learned about themselves and/or worker tasks.

C. Have students list or circle from a list as many of the community jobs as they recognize.

D. Have students list one job and what is done in that job.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL A: For the student to develop an appreciation for and a positive attitude toward work.

OBJECTIVE II: The student will understand how occupations and careers relate to needs and functions of society.

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. discuss work-related activities necessary in the home and school

B. identify important community workers

C. identify how community workers help everyone.

II. SAMPLE ACTIVITIES

A. School Helpers - Page 66 Loess Hills AEA (Ref. #27)
Draw a large map of the school. Have the students place cutouts or pictures of each school helper on the map at the location of his/her work setting. Discuss the important work each helper does for the students.

B. We Really Need Them - Page 66 Loess Hills AEA (Ref. #27)
Initiate a discussion concerned with helpers that our community can't do without. On a map locate these places. Ask questions about these helpers.

C. Jobs for Stars - Page 73 Loess Hills AEA (Ref. #27)
List tasks students perform at home. For each task, identify the particular responsibility. Let children tell what they must do to be sure the job is done well.

D. And Then What? - Page 95 Loess Hills AEA (Ref. #27)
Discuss family responsibilities with the class. Discuss the consequences of not fulfilling those responsibilities. Read some which give an action, then a consequence. Read a short story and have students draw a circle around a picture showing responsible action.

E. Important Work to be Done - Page 99 Loess Hills AEA (Ref. #27) Have students name and list those tasks which must be done in a classroom to help others as well as themselves. The students write or draw what would happen if this job were left undone. Ask students to name the person or persons who will suffer if these school tasks are left undone.

III. EVALUATION

A. The students will be able to identify three community workers and what each does.

B. The students will be able to identify three work related activities at home and at school.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL B: For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE I: The student will demonstrate skills for locating, evaluating and interpreting information about vocational career opportunities

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. describe work of family members, school personnel and community workers

B. identify work activities that appeal to the student

C. describe jobs that are unique to the student's community

D. identify different working conditions of jobs.

II. SAMPLE ACTIVITIES

A. Trace a Product - For example, a cheeseburger. List all the jobs involved in assembling materials and its production.

B. Book Reports - Share characteristics of careers or reasons for selecting jobs by famous people from books read.

C. Match Objects - For example, a hammer (either real or in pictures) with job in which it is used as tool.

D. Career Pantomime - Draw name of job with description and mimic actions of job for others to guess.

E. Art Activity - Ask students to draw a picture representing what job someone in their family or neighborhood does. Share and discuss different occupations represented.

F. Collage - Cut out pictures representing different jobs, glue to paper - classify according to different career cluster groups.

G. Diplay - Design a bulletin board emphasizing a different career cluster each month.

H. Film - Have a film festival of career-related films.

I. Parents at Work - Have each student draw a picture showing his/her parents' occupations. Discuss whether the occupation provides goods or services, needs or wants. (Page 60 Loess Hills AEA—Ref. #27)

J. Why do I work? - Ask the students to identify the things they do that are work. Have students cut out or draw pictures of the work they have identified. Ask each student to identify one occupation whose work is similar to the work identified by the student. (Page 70 Loess Hills AEA—Ref. #27)

III. EVALUATION

A. Each student will list or say one work-related activity of their parents, one school worker, and one community worker.

B. Each student will list or say two work activities they like.

C. Each student will list, say, or identify two things people do on a job the students like.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL B: For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE II: The student will demonstrate appropriate skills in making decisions about vocational and career goals

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. discuss choices they make

B. identify simple strategies used in solving problems

C. demonstrate basic steps in making a decision

D. discuss the importance of learning skills for decision-making

E. evaluate skills at this level of development for making personal and educational decisions

F. identify alternatives in decision-making situations.

II. SAMPLE ACTIVITIES

A. Identify typical problem situations children their age face. Roleplay the situation leaving the problem unresolved. Brainstorm solutions on the blackboard. Roleplay several endings. Make a list of consequences for each alternative.

B. After classroom sessions on decision-making the counselor passes out open ended self-referral forms that start with "I need help making a decision about..." Work one-to-one or in small groups applying problem-solving techniques.

C. The counselor uses bibliotherapy and makes up a reading list of stories in which characters resolve problems with appropriate decision-making skills. The Bookfinder, Vol. 1, 2, 3 (Ref. #9)

D. Have upper grade students put on puppet play about decision-making for younger children.

E. The counselor trains peer helpers in decision-making and uses them as role models in classroom guidance activities.

F. Have the students make an outline of what they do during a typical day. Discuss with the students when they make choices and what happens because of those choices. (Page 56 ADAGE--Ref. #1)

G. Brainstorming: Search for Solutions -- The technique of brainstorming is explained. The students are given several topics to brainstorm. When the time limits are up comments are made on the number of ideas submitted and the creativity shown by the students. (Page 133, Games Children Should Play--Ref. #5)

H. What If... -- Explain that it is important for people to be able to guess how others feel at different times. Being able to guess helps people do things that start happy feelings. Direct students to listen as you read each story, then be ready to guess how the people in the story might feel. (Page 135, Games Children Should Play--Ref. #5)

I. A Decision-Making Model -- The diagrammed decision-making model is taught in kindergarten and repeatedly used every year;

1. Define the problem clearly
2. Brainstorm alternative solutions
3. Brainstorm possible consequences
4. Choose the best alternative
5. Take action (Page 113 Loess Hills AEA--Ref. #27)

III. EVALUATION

A. Students will be able to list in sequence the major steps involved in effective decision-making.

B. Given a specific problem situation, students will be able to list or describe how the steps of effective decision-making will be utilized.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL B: For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE III: The student will demonstrate employment-seeking skills

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student will be able to:

A. recognize the interdependence of jobs

B. discuss facts about the economy

C. identify local employers

D. identify skills of workers.

II. SAMPLE ACTIVITIES

A. Why we Work — Ask the students to tell why it is necessary for someone in each family to work. When they mention the need for money, have them name the various ways families spend money. Make a list. Ask if they have done jobs for money. Make a list or draw a picture. (Page 59 Loess Hills AEA—Ref. #27)

B. Choose your Purchase — Cut out a large variety of magazine pictures of items which children might like to buy. Display these with prices on them. Explain to students that we make many decisions on how we spend money. Sometimes we have to make these decisions carefully. Give each student $10 to spend and let them make decisions on what pictures they would want to buy. (Page 60 Loess Hills AEA—Ref. #27)

C. Follow the Dollar Game — A worn out dollar bill is passed around the room from child to child. The children join in an imaginary trip backwards in time to see where the dollar could have been. ("I got the dollar as change from the grocery store." "The cashier got it from a woman who bought apples.", etc.)

D. Speakers — Invite various community workers to discuss their jobs with the kids.

E. Depending on Each Other -- Construct a classroom mural, using the combined work of many. Remember a mural tells a story. The theme could be centered around Thanksgiving, Easter, Christmas, or the theme could integrate all the phases of a product such as milk. Allow the children the chance to identify the ways in which others depend on work he/she does. Have children describe the advantages and disadvantages of depending on others and being depended upon. (Page 102 Loess Hills AEA—Ref. #27)

F. Habits in Work -- Divide the children into 4-5 small groups. Have each group compile a list of work habits they think are important to them now. Discuss. Allow children the opportunity to discuss how present work habits can carry over into the adult work world. Also, allow children the chance to self-inventory their own work habits as compared to the list. (Page 103 Loess Hills AEA—Ref. #27)

G. Field Trips -- Take classes on field trips of various local places of employment.

H. Job Application and Contract -- Have the children make a list of the jobs they think need to be done in the room. As a class, discuss the qualifications for each job, how often and when it should be done, what will happen if the worker doesn't do an acceptable job, and how often the jobs are changed. The children then fill out an application for the jobs of their choice. (Page 106 Loess Hills AEA—Ref. #27)

I. They Should Be -- List 10-15 occupations. Make a list of personality characteristics that would work well with the list of occupations. Take each occupation and let the children select personality characteristics they think apply. After all ocupations are used up, go back and pick out characteristics that are necessary for all occupations listed. (Page 110 Loess Hills AEA—Ref. #27)

J. What We Must Know -- Have students list some skills they have. Divide class into small groups. Give to each group one or two skills. Have them develop a list of occupations which they think would require the skill. (Page 130 Loess Hills AEA—Ref. #27)

III. EVALUATION

A. The students will be able to identify five local employers.

B. The students will be able to identify two skills needed by three different occupations.

C. The students will be able to identify three different people's hands through which an imaginary dollar bill would pass.

D. The students will be able to identify ways one job affects another.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL C: For the student's career decision-making to be enhanced by involving the student's family

OBJECTIVE I: The student's family will be encouraged and provided the opportunity to become involved in the student's career decision-making process

LEVEL: Grades K - 3

I. STUDENT OUTCOMES: The student's family will be able to:

A. gain an understanding of the student's interests, abilities, and achievements

B. assist the student in developing responsibility for self, belongings, and learning

C. help the student develop an interest in learning.

II. SAMPLE ACTIVITIES

A. Hold an open house and give presentations of what each grade is doing and how parents can help.

B. Have home room coffees (or teas). In a smaller informal group explain the goals of each class and how parents can help.

C. Conduct parent-teacher conferences. Try to have 100% participation by calling parents who don't come to regularly scheduled conferences and scheduling conferences for parent's convenience.

D. Hold orientation meetings for parents of new students and kindergarten students.

E. Organize a parent volunteer group.

F. Hold parenting classes for parents of newborns, school age children, and teenagers.

G. Develop parent-teacher-administrator committee to improve communication between school and home.

ELEMENTARY
Grades 4-6

Students in grades 4-6 are moving away from their families toward more independence and more social interaction with peers. At this age friends are very important. The influence of peers begins to be more important than family.

Students at this age are beginning to understand abstract reasoning. They are less egocentric and can see other people's points of view.

Increasingly self-reliant, students in grades 4-6 need less adult structure. They can be very responsible for themselves and their belongings. These students are learning coping skills and how to handle life's pressures.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL A: For the student to enhance awareness of the uniqueness of self

OBJECTIVE I: The student will demonstrate a positive attitude toward self as a unique and worthy person

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. assess personal likes and dislikes

B. assess individual behaviors required for success in different role situations

C. describe physical and emotional factors as they relate to different stages of development

D. discuss how one's behavior influences the feelings and actions of others

E. demonstrate coping skills acceptable to self and others.

II. SAMPLE ACTIVITIES

A. Classroom Activities

1. The Me I See. Have the students complete a self-awareness inventory of 23 questions. The questions are: When I get up..., After I get in bed at night..., When I was a baby... (Page 5 Loess Hills AEA—Ref. #27)

2. Twenty Things I Like to Do.

a. Have the students list 20 things they like to do.

b. Put an A beside those you like to do by yourself.

c. Put a $ beside those that cost money every time you do them.

d. Put a check mark beside those you have done in the last month.

e. Put a P beside those you do with one of your parents.

f. Rank order the top five.

3. Make a bumper sticker that is "My message to the world."

4. I, Me, Myself. Write a paragraph about "I, Me, and Myself." What are some likes and dislikes? What interests you most and why? What activities do you enjoy most? Include the answers to these questions in your paragraph.

5. People Building. Have the students list the accomplishments they have had in the last year, year before that and two years before. When that is completed have the student draw a symbol that represents what they like to do. Share with the group. Go around the group and have the students tell what they have noticed about the person that is positive. The teacher can write those good comments on the picture.

6. Feeling Mobiles. Divide students into pairs or small groups. Have each group design a mobile using as the theme a specific feeling. On a coat hanger, use pictures, symbols, shapes, color, or phrases that show others how their group would define many aspects of the feeling word.

   Suggested word list: disappointment, anger, jealousy, joy, frustration, confusion, excitement, surprise, embarrassment, ashamed (Page 276 Kaleidoscope--Ref. #49)

B. Counselor Activities

1. Small developmental group in your office.

   a. Self-concept group.

   b. Conduct interviews. Have students pair up, interview each other, and introduce each other.

   c. Have children make a personal newspaper of their own.

   d. Have the students choose a name for their paper, including in it their own name.

   e. Write a feature story about themselves.

   f. Draw a comic strip of some humorous aspect of a mistake they have made.

   g. Have the students write an opinion about something important to them for the editorial page.

   h. Conduct Magic Circle meetings.

2. Have student make friendship shields and share with the group.

C. Whole School Activities

1. After classroom units on expressing feelings and sharing positive evaluations with others, hold an "I like you day" in your school. Make "I like you because..." cards and give all children three or four and have them share with others during the day.

2. Have children cut out apples or hearts, and have them write a positive message on them and give them to anyone in school who has been kind or noticed them.

3. Have teachers and staff bring baby pictures and see if the students can identify them.

4. Have large posters made and put in the hallway that denote perfect attendance for nine weeks, or an honor roll for nine weeks, or a kind deed poster.

D. Parent and Community Activities

1. "I Can" can — Materials needed: container or can, slips of paper and pencils.

a. Display weekly for family members a different open-ended statement to finish about things that they <u>can</u> do, e.g., Something I can do well with my hands is..., A way I can help others is...

b. Each person adds one or more "I can" statements to the can. Once or twice a week someone reads the statements aloud, and the group guesses who wrote them. When at home, reach in and read a few "I can" statements as dinner is starting or as the table is being cleared; when it is story time or bed time, etc.

2. Make arrangements with business places to display children's art work, posters, poems, etc.

3. Send articles to the newspaper on parenting tips, homework and current topics.

III. EVALUATION

A. The students will be able to list their likes and dislikes. The students will identify more likes than dislikes.

B. Given a social situation, the students will be able to define success for themselves.

C. Students will be able to identify physical and emotional behaviors they have outgrown.

D. Students will be able to identify the effects of positive and negative emotions on others.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL A: For the student to enhance awareness of the uniqueness of self

OBJECTIVE II: The student will demonstrate understanding of the influencing factors in developing a positive self-concept

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. identify the influence of the environment on attitude and behavior

B. identify interests, strengths and weaknesses as components of personal uniqueness

C. identify specific life experiences that are influenced by personal characteristics and self-perceptions

D. understand the relation between self & the development of a positive self-concept.

II. SAMPLE ACTIVITIES

A. Classroom Activities

1. Q-Sort game on "Who am I?"

a. Give the students five blank cards on which to answer the question, "Who am I?"

b. Rank them one to five.

c. Collect packages of cards and distribute them at random.

d. Discuss who the cards might be describing and how different attributes make up a self-concept. (Page 126-130 Other Side--Ref. #4)

2. How Tied Down Are You?

a. Select a volunteer to come up to describe a job which he/she might want to try someday. Write it on the blackboard making two columns - labeling one skills, the other characteristics. Encourage the class to help identify skills and characteristics which an employer would look for in hiring someone for this job.

b. Another volunteer comes up and pins a sign with the "teacher" title on that person. Cut a 3-foot piece of string and tie one end to the volunteer's wrist. Show the class that you have tied the string to them, which represents a relationship. The employer asks the student to get a reference from his/her teacher. Discuss with the class what previous behaviors could make the teacher want to help get the job for that person. (Page 125 Care--Ref. #37)

3. Target of Influences

   a. Discuss with the students some of the influences which affect people.

   b. Have the students draw a target consisting of nine circles.

   c. In each circle place the people who have an influence on you. The center of the circle is the person with the greatest influence and as you place the names in the other circles these people will have less and less influence.

   d. On the chalkboard, tally individuals listed in each circle. (Page 123 Care--Ref. #37)

4. "Who Am I?" Have the students write a paragraph on "Who am I?" including items that are unique about themselves. Collect paragraphs.

   a. The teacher reads the paragraphs and asks the class to guess who it is.

   b. When the person has been identified, other students can say positive things to that person.

5. Self-Description

   a. Hand out a list of 25 characteristics that have an opposite listed beside it, e.g., I am a leader——I am a follower.

   b. Have student go through the list and carefully mark how he/she sees him/herself.

   c. Following the list, the student puts a check beside the jobs that he/she might like to try.

   d. With a partner, share the characteristics and the job choices.

   e. Have students share what they uncovered. (Page 219 Kaleidoscope—Ref. #49)

6. Weekly Reaction Sheet.

a. Hand out a sheet with 10 questions on it, e.g., What was the high point of the week? Whom did you get to know better this week? What was the major thing you learned about yourself this week?

b. Collect these sheets each week.

III. EVALUATION

A. Students will be able to identify environmental objects that have a positive effect on their behaviors.

B. Students will be able to identify interests of each of their classmates.

C. Students will be able to identify their personal characteristics that affect their perceptions of people, places, and things.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL B: For the student to develop an appreciation for others that will enrich interpersonal relationships

OBJECTIVE I: The student will demonstrate an acceptance of the similarities and differences among people

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. describe the importance of similarities as well as differences among people

B. demonstrate an appreciation for the similarities and differences among people

C. demonstrate an acceptance and appreciation for the personal uniqueness of others.

II. SAMPLE ACTIVITIES

A. Either/or Forced Choice

1. Give a choice; e.g., Are you more like a teacher or a student?

2. Have the student go to the side of the room designated to the choice. Share with the group on why they made the decision.

Other Choices:

1. More yes or no?

2. More like the country or the city?

3. More physical or mental?

B. Personal Coat of Arms

1. Give the students a coat of arms divided into six sections.

2. Have them draw a symbol in colors for each section. Personal achievement, family's achievement, what other people can do to make you happy, what other people do to make you sad, something you'd like to try someday, something you're better at than most.

3. Share the coat of arms in a circle.

C. Mystery Person

1. Have each student write a description of him/herself including interests, abilities, tastes, physical characteristics and hobbies.

2. Collect descriptions and read them aloud.

3. Ask the group to guess who it is. (Page 57 Loess Hills AEA—Ref. #27)

D. Looking at oneself through others.

1. On a paper, write the name of your best friend in the world right now. Under his/her name, write three words that end in "able" that you think describe your friend. You may wish to brainstorm words ending in "able" before doing activity.

2. Ask someone to share their words, talk about them.

3. Write your name. Under it make four columns. In column one write BF. Under the heading list three words ending in "y" that your best friend would use to describe you.

4. Next, write WE in the second column. List three words ending in "able" that your worst enemy would say about you.

5. In column three, write TEACH and write three words ending in "ing" that a favorite teacher would use to describe you.

6. Column four, write ME and list three words that you think describe you.

7. Share lists and what discoveries you made. (Page 36 Other Side--Ref. #4)

III. EVALUATION

A. Students will be able to list three ways they are like a classmate and three ways they are different from the same classmate.

B. Students will be able to differentiate between individual differences and stereotyping.

C. Students will be able to appreciate one thing each person in their class can help them with.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL B: For the student to develop an appreciation for others that will enrich interpersonal relationships

OBJECTIVE II: The student will demonstrate competencies and skills for interacting with others

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. demonstrate concern and respect for feelings and interests of others

B. distinguish between self-characteristics and group characteristics

C. demonstrate tolerance and flexibility for interpersonal realtionships in group situations

D. demonstrate contributing competencies in group situations

E. relate values to interpersonal communication

F. discuss alternative behaviors when peer pressures are in conflict with one's value system

G. demonstrate socialization skills.

II. SAMPLE ACTIVITIES

A. My Friends.

1. Talk about reasons why people are your friends, how people show you they are friends, who would you choose to sit next to you while working on a committee.

2. Fill out a worksheet on "My Friends..." 9 statements.

3. Discuss what special qualities are important. (Pages 34-36 Loess Hills AEA—Ref. #27)

B. Describe one special thing about yourself. Explain how that special thing influences the way you interact with others.

C. Listening Skills.

1. List rules for being a good listener.

2. Practice listening with a partner on topics given and follow these guidelines. Look at the speaker. Listen to what he/she is saying. Ask questions to help him/her explain. Disagree with the speaker only when it is your turn. Give two minutes for the topic. At the end of two minutes the partner is to summarize what the partner has said. (Page 37 Loess Hills AEA—Ref. #27)

D. Write a want-ad for a friend, including characteristics desired.

E. Use Magic Circle topics to share ideas. (Magic Circle--Ref. #40)

F. On My Mind.

1. Draw silhouettes of each other. Each one can then prepare his/her own silhouette out of black paper, autographing it in white crayon.

2. Find magazine picture representing his/her interests.

3. Put silhouettes and pictures on a bulletin board when completed. (Page 43 Loess Hills AEA—Ref. #27)

G. Role play everyday friends' situations and discuss alternative ways of behaving.

H. What If? Just Suppose.

1. The goal of this activity is to show students how easy it is to hurt someone's feelings.

2. Each episode could present a typical classroom or family situation. The children put themselves in the place of the other person.

3. After the role play, discuss how it felt to be that other person. (Page 119 Kaleidoscope—Ref. #49)

I. Boy's Town Social Skills (Ref. #3). Role Play.

1. Introductions

2. How to ask for help

3. How to take criticism

4. Asking permission

5. How to greet someone

III. EVALUATION

A. Students will be able to sit and listen to another student describing interests other than their own.

B. Student will be able to list different groups they belong to and identify one characteristic that is similar to the group and one characteristic that makes them different from the group.

C. Each student will be able to say "no" to requests without offending the other individual.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE I: The student will demonstrate the ability to deal effectively with emotions, to cope successfully with stress, and to practice self-discipline

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. identify experiences influencing emotions

B. demonstrate ways of dealing with emotions

C. identify internal and external sources of stress and conflict

D. demonstrate knowledge of how to direct emotions into socially acceptable behavior

E. choose between alternative behaviors to specific emotional situations

F. demonstrate ways of dealing with reactions of others under stress and conflict

G. demonstrate alternate ways of coping with his/her conflicts, stress, and emotions.

II. SAMPLE ACTIVITIES

A. Explain to the class the purpose of this activity is to help the class understand the effects of positive and negative behaviors.

1. Show the class pictures of various kinds of behaviors. Some examples might be students fighting, helping around the house, daydreaming in school, playing a game, or writing on walls.

2. Ask the students to answer the following quesions about each one. "Who is involved in the picture?" "What behavior is taking place?" "Why do you think this behavior is taking place?"

3. Talk about the meaning of behavior.

4. Ask students to label each of the pictures either positive or negative.

5. Pass out composition books to be used as journals and write about their positive and negative behaviors.

B. During the week have students look for different kinds of behaviors. Keep a journal and write in it each day. Observe various groups and what the groups are doing.

1. Share experiences about the groups and what you observed. Share how they feel about groups they belong to and why they like one better than others.

2. Role play attention-getting behaviors and then write in their journals how others get attention.

3. On one sheet of newsprint list negative attention-getting behaviors and on another list the positive attention-getting behaviors.

4. Role play situations again and note what one could have done instead.

5. Brainstorm how to change from a negative to a positive behavior.

6. Write in their journals about negative attention behaviors they would like to change.

C. <u>"Awareness"</u>. Find a comfortable position and begin relaxation by saying "Listen to your breathing — breathe deeply — let your breathing become natural and relaxed." Continue to be aware of the energy used in anxiety and worry about the past and the future.

D. Talk about conflicts and stress. List alternatives.

E. Teach relaxation.

F. Teach imagery. The Centering Book by Gay Hendricks (Ref. #20)

G. Use tapes for relaxation and/or guided fantasy.

H. Teach Albert Ellis' A-B-C- Theory of Behavior: "A" equals the activating event; "B" stands for belief system; and "C" is emotional consequence. The "B" can be rational or irrational. Irrational beliefs cause most of our stress. Give examples of everyday behavior and have students pick out the irrational beliefs in the example.

I. Have a "Dear Abby" box. Have the students write anonymously about their problems. Share the problems with the group. Talk about a time they may have experienced the problem and how they coped with the situation.

III. EVALUATION

A. Students will be able to identify emotions they feel most frequently and identify positive and negative ways of using these emotions.

B. Students will be able to identify situations in which they don't get what they want and discuss alternative behaviors.

C. Each student will be able to identify two strategies for relieving stress.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE II: The student will maintain good physical health

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. demonstrate knowledge of good health habits

B. describe and demonstrate knowledge of developmental changes: physical, psychological, social, and emotional.

II. SAMPLE ACTIVITIES

A. Brainstorm with the students the question, "How did I used to think?" and "How do I think now?"

B. Talk about how behavior changes with body changes. "How do I act when I am tired? How do I act when I have a headache? What do I do when I have just received a bad grade?"

C. Discuss with students how anger is shown.

1. Discuss how they show anger now in contrast to when they were younger.

2. Talk about healthy and acceptable ways of dealing with anger.

3. What can you change and what can't you change about yourself? Consider the physical, social, emotional part of your makeup.

III. EVALUATION

Students will identify one negative and one positive food addiction and explain the effects on their bodies. They will also consider past, present, and future addictions.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE III: The student will utilize personal skills, attitudes, and competencies for becoming a contributing, responsible citizen

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. identify sociological needs and the ways they are met

B. show respect for legal and moral rights of self and others

C. demonstrate skills in disciplining self and in being responsible for own behavior

D. demonstrate ways that he/she contributes to society.

II. SAMPLE ACTIVITIES

A. Have the students become familiar with our government system.

1. Visit the legislature

2. Have the police or mayor come to the classroom to explain how the courts operate and what happens to a juvenile who breaks the law.

B. Give the students a simulation game in which they must make decisions within their group in order to survive.

C. IALAC.

1. Tell the IALAC story to the class.

2. Discuss how we affect others.

3. Discuss how we have an overall effect on our classroom, our school, our city, our country, our planet. (Page 91 100 Ways--Ref. #48)

D. Follow the Dollar. Pass an old, wellworn dollar bill around the room. Invite children to join you in imaginary trip backwards to see where the dollar has been.

III. EVALUATION

A. Students will be able to identify classroom procedures that get in the way of their learning.

B. Students will identify one skill they want to improve and develop a time schedule for practicing and improving this skill.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE IV: The student will demonstrate an understanding of the concept of leisure and how it relates to one's life style

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. understand and explain what leisure time is

B. demonstrate ways to use leisure time

C. make satisfying decisions about his/her leisure time without directions from an adult

D. understand how leisure time is used to relieve stress and make life more enjoyable.

II. SAMPLE ACTIVITIES

A. Discuss the meaning of leisure and how it relates to you.

B. Brainstorm types of leisure activities.

C. Keep a journal for a week of the things you do that no one told you to do. What did you discover?

D. What activities do you do when you are tired of your 'job'? (school, work, lessons, choirs)

E. Draw a picture of your favorite place.

F. Talk with students about the different people they meet at different activities.

G. List activities they enjoy with their families.

III. EVALUATION

A. The student will try one new leisure activity they have not tried previously.

B. The student will list ten leisure activities he/she would enjoy with three being low cost activities and three being activities he/she could do alone.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL A: For the student to develop an understanding of the importance of minimum educational competencies in order to function in a rapidly changing society

OBJECTIVE I: The student will demonstrate the importance of applying the essential skills in the academic disciplines—communication, mathematics, economics, and science and technology

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. describe the importance of academic skills in society

B. assess individual strengths and weaknesses in academic skills

C. identify academic skills needed in various interest areas

D. implement a plan of action for improving academic skills.

II. SAMPLE ACTIVITIES

A. Classroom Activities

1. Have students write an autobiography of their lives in school, assessing strengths and weaknesses.

2. Teach survival skills (how to take tests, write papers, etc.).

3. Have each student make a chart with subject area headings across the top and down the side. Fill in the chart by listing ways in which subject area skills are used in other subject areas.

4. Being a Good Worker. List qualities of a good worker at school. Discuss how these qualities are related to the qualities of a good worker on a job. (Page 130 Loess Hills AEA—Ref. #27)

5. Why are they important? Fill out a questionnaire on reasons for studying various school subjects. (Page 131 Loess Hills AEA—Ref. #27)

6. Batter up. Divide group into two teams. To score a batter has to list as many skills as possible used by an occupation the teacher names. Then he/she needs to list the subject in which that skill was learned. (Page 132 Loess Hills AEA—Ref. #27)

7. Daily Living. List the daily living tasks for which subject matter skills are used. (Page 133 Loess Hills AEA—Ref. #27)

8. They are related. Show how occupations are related to interest and ability in school subject areas. (Page 133 Loess Hills AEA—Ref. #27)

9. Pretend. Have students plan an imaginary day at work and think about what the biggest problem would be. (Page 134 Loess Hills AEA—Ref. #27)

10. Ask around. Give students a card with their name and an occupation written on it. They have from Monday to Friday to gather information including the school subject used most. (Page 135 Loess Hills AEA—Ref. #27)

11. Compile a master list of tutors available for specific subject areas.

12. They all fit together. List each school subject on a sheet of poster paper and hang on wall. Students use symbols, words, or pictures to show the occupations that are related to the subject area. (Page 135 Loess Hills AEA—Ref. #27)

B. Counselor Activities

1. Provide information and assistance to pupils for interpreting their own test results.

2. Explore feelings related to success and failure.

3. Conduct staff inservice on relating curriculum to careers.

4. Consult with teachers and parents about students with consistency problems.

5. Conduct small group sessions for students who want to learn about the impact of school learning on outside life.

6. Administer interest inventories and discuss how skills they are learning are related to expressed interests.

C. Whole School Activities

1. Hold a Special Subject Day (e.g., social studies) and everyone teaches something in the area. Discuss the subject's importance to students' overall growth, and bring in outside resource persons to discuss how they use it in their lives.

2. Have various classes put on skits on the importance of a subject area in our lives, e.g., science.

3. During National Education Week, focus on activities to demonstrate the importance of education in American life.

D. Parent and Community Activities

1. Have parents sign a contract to help their child with higher academic skills by providing a place to study, reviewing spelling words, etc.

2. Have students interview community workers about what school subjects they use in their jobs.

III. EVALUATION

A. Each student will identify an academic area in which he/she can tutor another student.

B. Each student will identify two ways to improve in an academic area.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL A: For the student to develop an understanding of the importance of minimum educational competencies in order to function in a rapidly changing society

OBJECTIVE II: The student will utilize skills that facilitate learning

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. assume resonsibility for learning

B. demonstrate an understanding of individual differences in learning

C. plan and implement projects with others

D. utilize educational resources for improving knowledge and skills

E. be aware of the importance of effort in learning.

II. SAMPLE ACTIVITIES

A. Classroom Activities

1. Facilitate discussions using the following questions:

a. Will schooling help you earn a better living?

b. Does schooling help you find the kind of work you like?

c. Does schooling enrich your life?

2. Design a check list using all jobs investigated by the class to be matched with subject areas, related school activities and personal qualifications.

3. Have students work in teams to plan and develop a substantial group project. At the conclusion, discuss skills each added that were necessary to project's completion.

4. Good Work Habits. Have students list some of their daily tasks and jobs. Discuss their work habits on these jobs and how they relate to future learning. (Page 132 Loess Hills AEA--Ref. #27)

5. Taking Tests. Use the six activities given which demonstrate importance of following directions, why we have tests, some different kinds of tests, and strategies for studying for tests. (Page 94 Other Side--Ref. #4)

6. Study Skills. Use the six activities that cover good study habits, outlining, note taking, and how to study for different subjects. (Page 133 Other Side--Ref. #4)

7. Plan a learning activity that shows how some people learn better by seeing, some by hearing and some by doing.

8. Let students plan a learning activity in which they will decide which resources to use to improve their knowledge or skills.

9. Divide the class into small groups and have them share with each other what part effort has in their learning. This can be used in relation to setting goals for themselves.

B. Counselor Activities

1. Meet with the students who receive poor academic progress reports and discuss individually ways they can improve.

2. Assign peer helpers to students in academic difficulty and have them write a plan for improvement with their helper.

3. Conduct study skills groups.

4. Develop a group counseling program for improving work habits and let students encourage and support each other in developing and improving skills.

5. Conduct small groups that deal with test anxiety, how to study for tests, and how to take tests.

C. Whole School Activities

1. Plan a school fun day in which students are very involved and must use skills in reading, math, science, spelling, etc., skills as they take part in the planning and the implementing.

2. Have upper elementary students plan a lesson and teach it to the lower elementary students.

D. Parent and Community Activities

1. Compile a list of parents and local people who would be willing to share their knowledge, experience, and skills with students.

2. Involve parents in tutoring students at school.

III. EVALUATION

A. Students will be able to list three things they do to learn something.

B. The students will be able to discuss the speed of learning when using one sense, two senses, or three senses in sound, sight, and touch.

C. The students will identify two areas in which repetition improves their skill level.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B: For the student to realize the influence of one's education in planning for and in living a responsible, self-fulfilling life

OBJECTIVE I: The student will demonstrate skills in making educational decisions and choosing alternatives in planning for one's life

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. discuss the different factors that influence one's learning

B. accept responsibility for developing one's potential

C. accept making mistakes as an important part of learning

D. identify relationships between learning and various careers.

II. SAMPLE ACTIVITIES

A. English - Have students prepare a written report on the question "What do I plan to do with my life?"

B. Social studies/science - Discuss success and failure. Review how important people experienced success and failure. Have students write anonymously a success and a failure experience on cards and discuss both from randomly chosen cards.

C. Break a learning task into its components. Have students tell what they had to learn and master before they could ride a bike -- share feelings about the difficulty in learning to ride. Also discuss pleasurable feelings. Relate this to other things they have learned.

D. Conduct underachiever groups that focus on developing motivation and experiencing rewards of learning.

E. Consult with teachers about techniques of motivating students.

F. Teach students to set goals for themselves, work on these goals and evaluate these goals. (Learning to Achieve--Ref. #24)

G. The First Impression -- Have students fill out a job application. Then have students exchange papers, evaluate, and discuss the good points and mistakes. Students can role play employer and job applicant. (Page 123 Loess Hills AEA--Ref. #27)

H. We all have goals -- Talk about goals and barriers to goals. Then have each student set a goal and evaluate the results. (Page 124 Loess Hills AEA--Ref. #27)

I. Setting Goals -- Have students do a self-assessment that they can use for goalsetting and contract writing. (Page 126 Loess Hills AEA--Ref. #27)

J. The most important of all -- Have students rank-order list from resource materials. Have students use this technique on real life work problems. (Page 127 Loess Hills AEA)

III. EVALUATION

Each student will be able to identify the types of mistakes an individual might have made when preparing for a particular career, e.g., math in engineering, remembering plays in football, fingerings in playing an instrument, etc.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B: For the student to realize the influence of one's education in planning for and in living a responsible, self-fulfilling life

OBJECTIVE II: The student will demonstrate an understanding that a changing world demands lifelong learning

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. discuss learning as a life-long process

B. describe how changing personal, social, and economic needs make continued learning necessary

C. discuss how continued learning enhances one's ability to achieve personal and occupational goals

D. identify changes in society and occupations as related to technological progress.

II. SAMPLE ACTIVITIES

A. Organize panel discussions involving local individuals from a variety of jobs to indicate how each must "keep learning to keep working and growing."

B. Conduct student surveys on "How things have changed since I was young."

C. Organize visits to class by persons who have changed occupations more than once. Emphasize how learning is involved in these changes.

D. Conduct mini-drama and role plays involving the changing roles of women and the related changes in the roles of men.

E. Organize a "Future Shock Day" presenting new lifestyles and implications for learning 20 to 100 years from now. What new occupations? What new techniques for learning/teaching? What implications for effective uses of leisure time?

F. Study developing countries by comparing their growth and changing education needs. What basic social changes comes about as a result of this development?

G. Conduct small groups involved with "planning your future" -- setting goals and determining how these involve education.

H. Utilize career bulletin boards.

I. Organize an occupations fair — set up by local industry showing how work has changed from its inception.

J. Conduct a guided fantasy where students "wake up" as adults going to work. Have them identify pleasant experience at work. Later discuss how learning is an important and necessary element in career satisfaction.

K. Establish a learning center on the relationship of learning to later change and growth. Have each student pick an area of learning they like. Review occupations that utilize that skill. Listen to tapes of persons who find that that type of learning enriches them.

III. EVALUATION

A. Students will identify five different places that adults go to learn.

B. Students will identify two things not school related they would like to learn.

C. Students will be able to make a list of "non-school" subjects that teachers and parents can teach.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B: For the student to realize the influence of one's education in planning for and in living a responsible self-fulfilling life

OBJECTIVE III: The student will demonstrate an understanding of the importance of using leisure time for fulfilling needs

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. describe present leisure time activities

B. discuss how people use leisure time in different ways

C. plan activities for school and after school leisure time

D. identify the values of leisure activities for enriching one's life.

II. SAMPLE ACTIVITIES

A. Have students choose a job from each of the occupational clusters, interview a person having this job, and determine one type of leisure-time pursuit in which that person engages.

B. From a list of leisure-time pursuits generated in #1, identify the following: relationship to occupation, skills needed, money needed, individual or group, time required, indoor/outdoor.

C. Have students interview adults about their use of leisure time with an emphasis on how it has changed over time.

D. Have students list 20 things I love to do with my leisure time. Categorize each with cost, alone/others, probability it will be on the list in 10 years, etc.

E. Plan inservice and consult with teachers about the importance of leisure in an individual's overall career development.

F. Develop special interest mini-courses taught by parents and staff on topics that provide students with widened options for effective use of leisure time.

G. Give students an opportunity to discuss changes in their preferences, interest, and aspirations. (Lessons 142, 143 TAD Kit--Ref. #10)

H. Discuss ways to use leisure time at school.

I. Offer developmental guidance groups on use of leisure time as a follow-up to class units.

J. Use bibliotherapy to make a book list of leisure activities.

K. Have a "Hobby Day" — Choose certain grade levels (e.g., 5th and 6th). Let students bring hobbies to display.

L. Designate Friday afternoon as Special Interest Day and have parent volunteers teach mini-courses on hobbies and lesiure activities.

M. Time for all. Have students define leisure time and work time and list a variety of activities for each. Discuss the need for planning so there is time for both. (Page 2 Loess Hills AEA--Ref. #27)

N. One Person's Fun is Another's Work. Have students list various activities and then list names of people who do these activities either for fun or for work. (Page 3 Loess Hills AEA—Ref. #27)

O. I Choose. Discuss how values and preferences help people determine leisure activities. (Page 3 Loess Hills AEA--Ref. #27)

III. EVALUATION

A. Each student will be able to list three major leisure time activities he/she is currently engaged in and describe how they are satisfying or rewarding.

B. Each student will identify three leisure activities he/she would like to learn.

C. Each student will identify ten leisure activities and describe them in terms of:

1. High cost - low cost

2. By self - with others

3. At home - away from home

4. School - church

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL A: For the student to develop an appreciation for and a positive attitude toward work

OBJECTIVE I: The student will demonstrate an awareness of the dignity in all work

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. discuss the variety of occupations and jobs

B. demonstrate an understanding of the importance of personal characteristics to job success

C. relate self-knowledge to a variety of occupations and jobs.

II. SAMPLE ACTIVITIES

A. Classroom Activities

1. Use role playing to demonstrate duties of person in various job categories. Cover at least three jobs in each of the eight occupational categories of the DOT (Ref. #7).

2. Explain how jobs fall in categories of dealing primarily with people, data, or things. Make lists of jobs in each area and have students prioritize their first, second, and third choice. Group students by choice and let them discuss why they chose first and last choices.

3. Play "what if..." game with various jobs to show importance of all jobs. Emphasize importance of jobs irrespective of salary.

4. Personality Trait Role Play - (Page 352 Explore--Ref. #25). Students think of antonyms of personality traits listed and then role play workers demonstrating both good and bad traits.

5. Physical characteristics related to jobs - (Page 353 Explore--Ref. #25). Students identify some of the physical factors which influence their own career development.

6. How the Shoe Fits - (Page 41 Explore--Ref. #25). Students consider how a number of description words apply to them, according to the following criteria: so true; well, sort of; and not me.

7. What are they like - (Page 95 Loess Hills AEA--Ref. #27). The students define and develop a list of characteristics found in people. The students discuss and select the dominant personal characteristics of various workers.

8. Occupations Galore - (Page 98 Loess Hills AEA--Ref. #27). Students are asked to name occupations they find in a picture and write them down. The students then answer questions about their job list.

9. Personal Attributes - (Page 106 Loess Hills AEA--Ref. #27). The students rank order and discuss ten attributes from a "Personal Attributes Worksheet."

10. Working Conditions Survey - (Page 107 Loess Hills AEA--Ref. #27). The students complete an attitude survey concerning their attitude toward working conditions.

B. Counselor Activities

1. Consult with parents to help students learn the importance of work values.

2. Conduct a seminar to discuss issues related to part-time jobs, allowance and related issues.

3. Coordinate and/or contact various community people to visit and talk with kids about their jobs.

4. Coordinate obtaining career books for students to read with these books located either in the media center or the counselor's office.

5. Inform parents of various career materials available through parent education classes.

6. Write a "career corner" column in a guidance newsletter.

C. Whole School Activities

1. Have a school-wide poster contest on occupations. The posters show importance of the job.

2. Have a school-wide career day, bringing in various speakers.

3. Have "career bulletin boards" just inside entryways to school.

4. Have older kids conduct a school-wide survey of all students about what jobs they would like.

5. Have designated school jobs where kids must fill out an application and interview.

D. Parent and Community Activities

1. Shadowing — have the students spend a half day observing one of their parents working, take pictures, and write or give a short report.

2. Have classes go on tours of various places of local employment and have the opportunity to talk with workers.

3. Have parents visit classes, explaining about their jobs - how they got them, how they prepared for them, etc.

4. Have various local civic groups promote and/or finance various career activities, e.g., part-time jobs.

5. Have a "guidance-career corner" column in the local newspaper or radio station.

III. EVALUATION

A. The student will be able to list three jobs for each of the categories: people, data or things.

B. Using the eight categories of occupations in Dictionary of Occupational Titles (Ref. #7), the student will be able to name at least three jobs in each category.

C. The students will be able to list three personal characteristics that could be helpful in job success.

D. The students will be able to list three personal strengths and a job in which those three would be beneficial.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL A: For the student to develop an appreciation for and a positive attitude toward work

OBJECTIVE II: The student will understand how occupations and careers relate to needs and functions of society

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. describe the relationships between the needs of society and work

B. describe how jobs satisfy individual needs

C. demonstrate knowledge of occupations and jobs.

II. SAMPLE ACTIVITIES

A. U.S.O.E. Occupational Clusters: Students are informed about the 15 occupational clusters. Students are asked to gather pictures to represent each of the clusters and place these pictures on a large poster or bulletin board. (Page 73 Loess Hills AEA—Ref. #27)

B. Build a learning center about careers related to subjects taught. House in Media Center. Rotate the subjects.

C. Take a fantasy space trip to a newly discovered planet. Describe the conditions. In small groups have the students identify what they need to survive and what jobs are necessary to the group's survival.

D. Design a small group experience to explore students' understanding of why people work and how they benefit.

E. Provide teacher with information about careers to incorporate into their curricula.

F. Devote one day each semester to discuss each course's relationship to careers.

G. Occupations Meet Needs: Discuss and construct a class list of the needs of the American society. Ask each student to select an occupation of his/her choice and research the work done by workers in that occupation. Have students rate the value of the work, using a special form. (Page 77 Loess Hills AEA—Ref. #27)

H. Your Attitude is Showing: Each student observes workers at their jobs. Write the job observed on the "student sheet." Have students discuss reasons why one worker may be smiling and seem happy and another worker is gloomy and out-of-sorts. Have the students list an occupation they would be happy at and another which would make them gloomy. (Page 81 Loess Hills AEA—Ref. #27)

III. EVALUATION

A. The students will list three needs of society and an occupation for each.

B. The students will list one job they would like and one they would not like, giving a reason based on self knowledge.

C. The students will list three of the 15 occupational clusters and one job within each of the three clusters.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL B: For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE I: The student will demonstrate skills for locating, evaluating and interpreting information about vocational career opportunities

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. identify ways occupations are classified

B. examine the relationship of personal values, abilities and skills to occupational interests

C. identify a number of jobs within an occupational classification

D. demonstrate skills in using school and community resources to learn about occupations

E. discuss work conditions of local industry and business.

II. SAMPLE ACTIVITIES

A. Have students interview workers in various occupations. Focus on questions that identify different career values of the workers.

B. Have students find pictures or stories of atypical sex roles in various jobs. Share with class and discuss potential for both sexes for occupational opportunities.

C. Interview school personnel. Have students, in pairs, gather types of career information they have been studying.

D. Media - Have students go on an occupational information search in the library. Have them make a list of career information sources within the school and the community.

E. Have each student write a personal ad for a job they have researched. Complete a master list. Include educational requirements, skills required, work characteristics, etc.

F. Developing a "shadowing" program where all students go to work with an adult for a day. Have class discussion on personal rewards of jobs.

G. Develop career learning centers in the media center that allow students to select interest areas and careers that relate to that interest.

H. Develop lists of materials that explain careers and make these available to both students and teachers.

I. Develop a "career in our community" handbook that gives basic information about the career and tells how to get more information.

J. Clusters: Introduce students to the 15 occupational clusters. Obtain pictures of these cluster groups, post them and the list. Have students list all occupations that are a part of their community. (Page 73 Loess Hills AEA--Ref. #27)

III. EVALUATION

A. Each student will be able to list three jobs in each of the 15 basic job clusters.

B. Each student will be able to list three sources within the community where career information can be found.

C. Each student will be able to list three local places of employment and describe a job in that business or industry.

D. Each student will be able to judge whether a certain job matches their values, abilities, and interests.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL B: For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE II: The student will demonstrate appropriate skills in making decisions about vocational and career goals

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. describe career and vocational development as a continuous process

B. distinguish between essential and non-essential skills in decision-making

C. identify goals and outline steps for establishing a plan of action in the decision-making process

D. Identify how personal values affect decision-making.

E. assess his/her skills for making decisions

F. utilize decision-making skills in setting tentative career goals

II. SAMPLE ACTIVITIES

A. Identify typical problem situations children their age face. Roleplay the situation leaving the problem unresolved. Brainstorm solutions on the blackboard. Roleplay several endings. Make a list of consequences for each alternative.

B. After classroom sessions on decision-making, the counselor passes out open ended self referral forms that start with "I need help making a decision about ..." Work one-to-one or in small groups applying problem-solving techniques.

C. The counselor uses bibliotherapy and makes up a reading list of stories in which characters resolve problems with appropriate decision-making skills. The Bookfinder, Vol 1, 2, 3--Ref. #9)

D. Have upper grade students put on puppet plays about decision-making for younger children.

E. The counselor trains peer helpers in decision-making and uses them as role models in classroom guidance activities.

F. Brainstorming: Search for Solutions (Level II) — Brainstorming basics are presented. Brainstorming topic is stated. For two minutes all possible solutions are listed on blackboard. The number and creativity of ideas are commented upon. (Page 134, Games Children Should Play--Ref. #5)

G. Seeing Consequences (Level II) — After brainstorming, possible consequences for each solution are explored. (Page 134, Games Children Should Play--Ref. #5)

H. The Steps in Solving Problems (Level II) — Problem-solving steps are discussed and practiced. These are: (1) What is the problem? (2) What are some ways to solve the problem? (3) What will happen when you solve the problem in each of these ways? (4) Which is the best way to solve the problem? (Page 137, Games Children Should Play--Ref. #5)

I. Lifeline -- The student takes a close look at a part of his/her past life and projects ahead to what might happen in the future. This brings up the topics of change, goals, decision-making. (Commencement--Ref. #18)

J. Setting Realistic Goals -- Students are given various situations where people have to decide courses of action. The students distinguish between realistic and unrealistic goals and how to set realistic goals for themselves. (Commencement--Ref. #18)

III. EVALUATION

A. Students will be able to list in sequence the major steps involved in effective decision-making.

B. Given a specific problem situation, students will be able to list or describe how the steps of effective decision-making will be utilized.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL B: For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE III: The student will demonstrate employment-seeking skills

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student will be able to:

A. identify the demand for workers in various careers

B. recognize the change in supply and demand for employees in different occupations

C. understand how his/her skills relate to occupations.

II. SAMPLE ACTIVITIES

A. Have an employment manager or counselor talk to the students about job trends and employment outlook.

B. In science have students discuss the long term energy problem and then identify what jobs might be developed and eliminated because of the long term problem.

C. Self Picture Checklist -- the students examine some features of their personality as they see it, and as they would like to be. A "self-picture checklist" is provided to help them do this. (Page 53, Explore--Ref. #25)

D. How Will It Change? Part II -- Students are aware that our way of life and jobs are changing. Begin a class discussion on what changes have taken place that they are aware of. Have the students think, discuss, and list what changes might take place in the next 10 years. Ask the students how they feel they can possibly prepare for job changes that are constantly taking place. (Page 92 Loess Hills AEA--Ref. #27)

E. Skills Galore -- Give each student a copy of the "Skills Galore Worksheet." Tell them to match the skills required for the occupations by writing the number of the skills on the appropriate lines. Point out that some of the same skills will be required by different occupations. Encourage them to add to the skill list. (Page 101 Loess Hills AEA--Ref. #27)

F. Investigate an Occupation -- Students interview an employed adult at home, a neighbor, or a community worker using a special form. The student gives a short report and states whether they would be interested in this occupation (why or why not). (Page 103, Loess Hills AEA—Ref. #27)

G. A Survey of Myself -- Students complete "A Survey of Myself" form. They share the information in groups of three. Focusing on one person in the group at a time, have the students try to determine the occupation clusters that might be of interest to that person. (Page 105, Loess Hills AEA—Ref. #27)

H. Using the Occupational Outlook Handbook (Ref. #35) choose various careers from each of the job clusters and have students determine if the employment picture is positive, negative, or stable.

I. Lead a field trip to the local Employment Security Commission Office.

J. Planning Ahead — Explain to the students that it is important that they understand their interests and abilities so that they can plan for their future studies. The students complete the "Planning for Junior High" form. The students discuss the form. (Page 109, Loess Hills AEA—Ref. #27)

III. EVALUATION

A. Given a list of 15 occupations from the different clusters, each student will be able to identify the occupational outlook as positive, negative or stable of at least five.

B. Each student will be able to list three questions typically asked by employment counselors.

C. Each student will be able to identify three occupations that relate to his/her own skills.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL C: For the student's career decision-making to be enhanced by involving the student's family

OBJECTIVE I: The student's family will be encouraged and provided the opportunity to become involved in the student's career decision-making process.

LEVEL: Grades 4 - 6

I. STUDENT OUTCOMES: The student's family will be able to:

A. gain an understanding of the student's interests, abilities, and achievements

B. assist the student in developing the responsibility for learning to learn

C. instill in the student that learning is a lifelong process

II. SAMPLE ACTIVITIES

A. Shadowing — have students spend a day on the job with parents. Then have students make reports and present to the class.

B. Conduct a meeting for parents on how to help students with homework including ideas about study skills and work habits. Give information on learning as a lifelong process.

C. See also activities listed for Level K-3.

MIDDLE/JUNIOR HIGH SCHOOL
Grades 7-9

Typically, students in middle/junior high school are eleven to fifteen years of age. The school guidance program for that age group, early adolescence, is influenced greatly by the very unique nature of the development of adolescents.

Early adolescents are no longer children, but they are not yet adults. They are developing an awareness of themselves. These young persons may appear to be compliant and cooperative one moment, and defensive and questioning the next. These rapid changes all reflect the urge for these young persons to know themselves. Personal value structures are developing as they try various feelings and characteristics "on for size."

Physically, dramatic changes are occurring in middle/junior high students, although the rate at which these changes occur vary for each individual. Heightened sensitivity to weight, height, and sexual development often appear. Students in this age group are both attracted to and repelled by the idea of looking just like their peers.

Indeed, the influence of the peer group is very real, and comparisons to peers are made in almost every way: clothes, report cards, parents, feelings, etc. The continued development of the self surfaces as a genuine challenge amongst these comparisons, interactions, and sensitivities. The peer group, on the other hand, fulfills the need for friends, comfort and understanding. These needs, in early adolescence, are not always met by adults. Developmentally, the emphasis is slowly moving from that of seeking and meeting adult expectations to that of seeking and meeting their own expectations through friendships and interactions with the peer group.

Early adolescents bring uniqueness to their educational experiences. Middle school/junior high school persons are usually excitable, easily motivated, creative, inquisitive, and eager to explore. These characteristics mandate a certain amount of action and involvement in the learning situation. Ignoring personal and developmental learning traits in the classroom may serve to "turn the students off" and daydreaming or lackluster achievement may result.

The school guidance program designed as an integral part of the school curriculum must then address the needs of these very unique persons, allowing each one ample time to express his/her developing self.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL A: For the student to enhance awareness of the uniqueness of self

OBJECTIVE I: The student will demonstrate a positive attitude toward self as a unique and worthy person

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. assess personal likes and dislikes

B. assess individual attributes required for successfully fulfilling different roles

C. describe physiological and psychological factors as they relate to adolescent growth and development

D. discuss how one's behavior influences the feelings and actions of others

E. demonstrate coping skills acceptable to self and others.

II. SAMPLE ACTIVITIES

A. Administer questionnaires and standardized inventories or tests to help students explore their interest, aptitudes and achievements.

B. Use other techniques such as try-out experiences, structured exercises, games, puzzles, interviews, selected readings, autobiographical writings, creative writing, art, drama, etc., to expand self-understanding and to test reality.

C. Review data individually with students regarding their interests and abilities. Relate individual information to successfully fulfilling different roles and maintaining a positive self-concept.

D. Do a mini-series on adolescent growth and development. This could be accomplished through the health teacher.

E. Do a "rap session" on individual actions and how they positively or negatively influence others.

F. Do the activity "The Three-Legged Stool of Self-Confidence: Feeling Skillful, Appreciated, and Responsible." Students define self-confidence, name three conditions needed for self-confidence, and identify characteristics that illustrate their own personal competencies. (Skills for Adolescence II-8—Ref. #43)

III. EVALUATION

Each student will be able to:

A. list 5 positive attributes that contribute to personal happiness and fulfillment.

B. relate physiological and psychological factors to personal growth and development.

C. list one positive and one negative behavior and discuss how they affect relationships with others. Discuss how you would cope with positive and negative effects of these behaviors.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL A: For the student to enhance awareness of the uniqueness of self

OBJECTIVE II: The student will demonstrate understanding of the influencing factors in developing a positive self-concept

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. Identify the influence of one's environment on personal attitude and behavior

B. Identify environmental influences on aptitudes and how they help to determine personal uniqueness

C. Identify specific life experiences that are influenced by personal attributes and self-perceptions

D. Demonstrate an understanding of self as it relates to development toward a positive self-concept.

II. SAMPLE ACTIVITIES

A. Use I'm Worth Plenty--And So Are They activity on page 23 of Loess Hills AEA (Ref. #27). Use the questions listed, or questions of a similar nature, to initiate discussion with the students about the potential worth of every person to make positive contribution to different aspects of life in their society.

B. Magic Box. This activity helps students to think about what they value. The students are given an imaginary magic box. They are asked to write or discuss what they would find in the box if it were theirs and they could have any one thing.

C. Have students show the relationship of their interests to activities they choose to do or not to do. Discuss. (Loess Hills AEA, page 30--Ref. #27).

III. EVALUATION

Each student will demonstrate evidence of understanding positive self-concept development by:

A. Listing and discussing five positive attributes and self-perceptions.

B. Listing five environmental influences on attitudes and behaviors and discuss how they influence personal attributes and aptitudes.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL B: For the student to develop an appreciation for others that will enrich interpersonal relationships

OBJECTIVE I: The student will demonstrate an acceptance of the similarities and differences among people

LEVEL: Grades 7 - 9

I. Student Outcomes: The student will be able to:

A. describe the importance of similarities as well as differences among people

B. demonstrate an appreciation for the similarities and differences among people

C. demonstrate an acceptance and appreciation for the personal uniqueness of individuals.

II. SAMPLE ACTIVITIES

A. Role-play persons with various handicaps and persons of a different race. In each case discuss similarities and differences and the appreciation of those qualities.

B. Have students get to know another person through the exchange of information. The key is to develop a series of questions that fits the group involved. With these questions, individuals can conduct individual interviews or use a wagon wheel arrangement to bring about the exchange of information.

C. Do the activity "You-nique: Celebrating the one and only you." Students state reasons for the importance of appreciating other people's special qualities and identify special qualities, abilities, and interests of individual members of their class. (Skills for Adolescence II-25--Ref. #43)

III. EVALUATION

Each student will be able to list 3 similarities and 3 differences among people in their class and complete a 100 word essay on why personal uniqueness is important.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL B: For the student to develop an appreciation for others that will enrich interpersonal relationships

OBJECTIVE II: The student will demonstrate competencies and skills for interacting with others

LEVEL: Grades 7 - 9

I. Student Outcomes: The student will be able to:

A. demonstrate concern and respect for feeling and interests of others

B. distinguish between self-characteristics and group characteristics in inter-relationships

C. demonstrate tolerance and flexibility for interpersonal relationships and group participation

D. contribute in group activities demonstrating competencies in inter-relating with group members

E. discuss alternatives when peer pressures are in conflict with one's value system

F. discuss advantages and disadvantages of various life styles

G. demonstrate socialization skills.

II. SAMPLE ACTIVITIES

A. Plan an activity that helps students more effectively understand another person's viewpoint, rather than attempting to change the person's mind through attack or debate. This is excellent for teaching listening skills.

B. Conduct a "rap session" on the advantages and disadvantages of different life styles. Relate personal values to view points of the group.

C. Use the format of the Johnny Carson Show. Have students take turns role-playing Johnny Carson and his guests. Have the interview topics be such things as:

1. Common concerns they share with other students of their age

2. Do's and don'ts for dating

3. Ways to make friends

4. Ways in which they are like other students

5. Shoplifting

6. Smoking

7. Drinking

8. Drugs

9. Sexual behavior.

D. Introduce students to more positive ways of solving conflicts by teaching problem ownership (I messages-you messages). A good source for this activity is Personalizing Education by Leland W. Howe and Martha Howe. (Ref. #22)

E. Use the "understanding nonverbal communication" exercise to state reasons why nonverbal communication of feelings is an important factor in understanding others. (Skills for Adolescence - III-13—Ref. #43)

III. EVALUATION

Each student will be asked to select a person who has displayed a noticeable change in life style and write a brief statement in each of the following areas (no names):

A. How the change has affected my life style.

B. How the change has affected my communication.

C. How I could be a positive influence for that person.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE I: The student will demonstrate the ability to deal effectively with emotions, to cope successfully with stress, and to practice self-discipline

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. identify experiences that are emotional

B. demonstrate alternate ways of dealing with various and different emotions

C. identify internal and external sources of stress and conflict

D. demonstrate knowledge of how to direct emotions into socially acceptable behavior

E. choose between alternative behaviors appropriate to specific emotional situations

F. demonstrate ways of dealing with reactions of others under stress and conflict

G. demonstrate alternate ways of coping with his/her conflicts, stress, and emotions.

II. SAMPLE ACTIVITIES

A. Introduce the concept of bio-feedback through the use of biodots - available through the Medical Device Corporation (Ref. #29).

B. Have students list the stresses in their life and as a group talk of ways they currently use to handle stress (e.g., eat, sleep, smoke, run, etc.), then brainstorm positive and negative ways of responding to stress.

C. Take students through the "Worry Stopper." (Structured Exercises in Stress Management, Vol II - Whole Person Press--Ref. #12)

D. Have students complete a check list on stress. ("The Signs of Distress", Everly and Girdano—Ref. #11)

E. Have a student group develop a wellness fair for the student body. This could include blood pressure tests, etc.

F. Use the "Rainbow of Feelings: Identifying and Naming Emotions" activity to identify reasons why having a range of feelings is normal and to develop a vocabulary that accurately describes feelings. A mood continuum is used to help students identify a "Rainbow of Feelings." (Skills for Adolescence - III-8—Ref. #43)

G. Use the activity "Volcanic Eruptions: Blowing off Steam Without Blowing Esteem" to examine ways of venting and communicating feelings. Students identify experiences that produce strong feelings. Describe positive and negative ways of responding to feelings of stress and frustration, and devise management techniques for stress and frustration.

III. EVALUATION

A. Students will list two emotional situations that create a positive stress and two emotional situations that create a negative stress.

B. Students will list two personal negative stressors and be able to write a plan for coping with each.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health, and good citizenship

OBJECTIVE II: The student will maintain good physical health

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. demonstrate knowledge of good health habits.

B. describe and show knowledge of other developmental changes: physical, psychological, social, emotional, etc.

II. SAMPLE ACTIVITIES

A. Have students research physical changes which usually occur at their age. Discuss the positive and negative feelings that are brought on because of these changes.

B. Have students prepare a "directory" of all agencies, businesses and institutions that work to promote better health in the community. They can locate these in the telephone book, etc. After the list is complete, have each student select one for an in-depth report.

C. Invite retired senior citizens to tell students about some of their lifelong personal maintenance activities and illness prevention strategies. Ask them to tell whether or not they paid off.

D. Have students define the word "needs" and then have the group discuss and make a list of things we need. Finally have them classify these needs into broad categories of physical and emotional needs.

E. Lead a class meeting on the topic of how we meet our needs through the roles we play. Why do we change the role we play? Do we all have the same roles?

III. EVALUATIONS

A. Each student will be able to demonstrate understanding of how diet, exercise, sleep and emotional balance relate to health. Include how weakness in one of the above affects overall physical health.

B. Each student will be able to discuss how developmental changes affect physical health.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE III: The student will utilize personal skills, attitudes, and competencies for becoming a contributing, responsible citizen

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. identify psychological needs and the way they are met

B. show respect for legal and moral rights of self and others

C. demonstrate skills in disciplining self and in being responsible for own behavior

D. identify and demonstrate ways that he/she contributes to different environments and society as a whole.

II. SAMPLE ACTIVITIES

A. Discuss the meaning of psychological need; develop a list of needs and discuss how each need is met.

B. Do a writing project on legal and moral rights with specific references from the school or city library.

C. Do the activity "Being Responsible: You're in the Driver's Seat." Students learn to understand and appreciate self-responsibility by working together toward mutual goals. (Skills for Adolescence II-28—Ref. #43)

D. Invite a city official to discuss responsible citizenship, and how each person contributes with his/her own specific skills, attitudes and competencies.

E. Have each student develop a list of personal skills, competencies and attitudes and then discuss how these can be positive influences in their school, city and society.

III. EVALUATION

A. Each student will be able to identify four personal psychological needs and how they relate to being a responsible citizen.

B. Each student will demonstrate understanding of how personal skills, competencies and attitudes are important for building and maintaining a healthy society.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE IV: The student will demonstrate an understanding of the concept of leisure and how it relates to one's life style

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. demonstrate an awareness of the concept of leisure

B. identify current individual leisure-time choices

C. understand the relationship between leisure-time choices and maintenance of mental, emotional and physical health

D. assess personal leisure-time choices in relationship to his/her developing life style and the attainment of future goals.

II. SAMPLE ACTIVITIES

A. identify the leisure/recreational interests and activities of each student

B. discuss how leisure activities relate to home, school and overall life style.

III. EVALUATION

A. Each student will be able to write a paragraph on the meaning of leisure and list three leisure activities.

B. Each student will be able to discuss how leisure choices relate to health and success in attaining goals.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL A: For the student to develop an understanding of the importance of minimum educational competencies in order to function in a rapidly changing society

OBJECTIVE I: The student will demonstrate the importance of applying the essential skills in the academic disciplines—communication, mathematics, economics, and science and technology

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. describe the importance of communication, mathematics, economics, and science and technology in society.

B. identify basic skills needed in various interest areas

C. assess individual strengths and weaknesses in the basic academic disciplines

D. implement a plan of action for improving skill proficiencies and overcoming deficiencies.

II. SAMPLE ACTIVITIES

A. Have students write an autobiography of their life in school assessing strengths and weaknesses. Make sure they have a specific format stressing the basic disciplines.

B. Teach survival skills (how to take tests, write papers, etc.).

C. Provide a group experience that explores what basic disciplines are and how they relate to success in life.

D. Provide information to assist students in interpreting their own test results (such as the format used by the Iowa Tests of Basic Skills).

E. As a group, explore feeling related to success and failure and explore ways to change negative behaviors and thoughts.

F. As a group, students can explore how to plan for success.

III. EVALUATION

Students will write a paper that:

A. Defines the basic disciplines

B. Relates the basic disciplines to success

C. Identifies specific academic discipline weaknesses and strengths

D. Provides a personal plan for improvement in the basic disciplines

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL A: For the student to develop an understanding of the importance of minimum educational competencies in order to function in a rapidly changing society

OBJECTIVE II: The student will utilize skills that facilitate learning

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. assume responsibility for learning

B. demonstrate an understanding of individual styles and how they relate to learning

C. plan and implement projects with others

D. utilize educational resources for improving knowledge and skills

E. define the relationships of effort and reward in learning.

II. SAMPLE ACTIVITIES

A. Facilitate discussions using the following questions:

1. Will schooling help you earn a better living?

2. Does schooling help you find the kind of work that you like?

3. Does schooling enrich your life?

B. As a group explore how individuals use different styles for learning.

C. Design a check list using all jobs investigated by the class to be matched with subject areas, related school activities and personal qualifications (e.g., occupational briefs, C.I.S.I.—Ref. #23).

D. Organize students into teams to develop a project emphasizing:

1. individual contributing skills

2. individual initiative

3. use of available educational resources in their school and community.

III. EVALUATION

Students will be able to write a description of something they learned, and will be able to identify the resources, the effort and the responsibility needed to accomplish the group project.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL A: For the student to develop an understanding of the importance of minimum educational competencies in order to function in a rapidly changing society

OBJECTIVE III: The student will grow in understanding of our fast-paced society and will acquire the skills to adapt

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. understand what effect a changing society has on occupations

B. relate changing occupations to continued education and study

C. assess the skills needed to cope with changing job markets

D. have knowledge of the basic skills needed as the basis for success in a wide variety of occupations.

II. SAMPLE ACTIVITIES

A. Do research on how jobs have changed over the last 20 years. Discuss what old jobs have disappeared and what new ones have been created.

B. Contact postsecondary institutions to find out what courses have been created and what courses discontinued to keep pace with a changing job market.

C. Have student use the "yellow pages" to survey businesses as to what incentives they use to encourage employees to upgrade their skills.

D. Students can interview their parents to find out if their jobs are ones where continuing education is required.

E. Give students a list of 10 occupations and ask them to write the basic skills common to them all.

III. EVALUATION

A. Given a list of 10 occupations, students will list 5 basic skills needed for success.

B. Students will be able to write a 100 word essay on why continued education is necessary for success in our society.

C. Students will list 3 skills needed to adapt to our changing society.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B: For the student to realize the influence of one's education in planning for and in living a responsible, self-fulfilling life

OBJECTIVE I: The student will demonstrate skills in making educational decisions and choosing alternatives in planning for one's life

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. discuss the different factors that influence one's learning

B. understand the concept of accepting responsibility for developing one's potential

C. understand that success and failure in academic areas are an important aspect of learning

D. identify advantages and disadvantages of different types of postsecondary educational and training programs

E. demonstrate knowledge of the requirements for entering postsecondary educational and training programs

F. select appropriate school courses that will reflect educational and career interests

G. discuss financial assistance for those desiring to continue education.

II. SAMPLE ACTIVITIES

A. Have students write a report on the question, "What do I plan to do with my life?" Facilitate group discussions on what factors affect learning and where responsibility lies for personal progress.

B. Discuss success and failure by reviewing the lives of people who succeeded after failure. Follow up with students discussing personal failure and success experiences.

C. Have students choose an occupation they might like and research the educational requirements.

D. Have students utilize the decision-making activities in "Deciding" series by College Entrance Examination Board (Ref. #14).

E. Have students investigate entrance requirements to local programs that are educational in nature.

F. Have students use C.I.S.I. QUEST to select an occupation and use C.I.S.I. to research the educational requirements for the occupation. (Ref. #23)

III. EVALUATION

Students should be able to list available school courses that relate to their specifically stated academic interests and career concerns.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B: For the student to realize the influence of one's education in planning for and in living a responsible, self-fulfilling life

OBJECTIVE II: The student will demonstrate an understanding that a changing world demands lifelong learning

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. identify situations that require life-long learning

B. describe how changing personal, social, and economic needs make continued learning necessary

C. discuss how continued learning enhances one's ability to achieve personal and occupational goals

D. identify changes in society and occupations as a result of technological progress.

II. SAMPLE ACTIVITIES

A. Organize panel discussions involving parents and other local individuals from a variety of jobs to discuss how everyone must "keep learning to keep working and growing."

B. Have students write a paper on "Changes in Jobs During My Life Time."

C. Invite guest speakers who have changed occupations to talk about how learning must take place each time a new job is taken.

D. Conduct mini-drama and role plays involving the changing roles of women and the related changes in the roles of men.

E. Discuss how women and minorities in the work force have changed many occupations.

F. Organize a "Future Shock Day" presenting new life styles and implications for learning 20 to 100 years from now. What new occupations? What new techniques for learning/teaching? What implication for effective use of leisure time?

G. Conduct field trips to technical schools and/or community colleges to explore how many people are involved in continuing education.

H. Conduct groups concerning "planning your future" with emphasis on continued re-evaluation of goals and how education is involved.

I. Organize an occupations fair with local industry showing how work has changed from its inception.

III. EVALUATION

Students will identify three occupations that have changed significantly and discuss the learning needed to keep pace with that change.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B: For the student to realize the influence of one's education in planning for and in living a responsible self-fulfilling life

OBJECTIVE III: The student will demonstrate an understanding of the importance of using leisure time for fulfilling needs

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. discuss how people use leisure time in different ways

B. evaluate personal leisure-time activities that are currently being explored

C. plan activities for school and after-school leisure time

D. identify the values of various leisure activities for enriching one's life.

II. SAMPLE ACTIVITIES

A. Have students generate a list of occupations they know and then interview persons from these occupations. Determine how leisure-time pursuits differ in relation to occupation, skills needed, money needed, whether individual or group-oriented, time required and whether they are primarily indoor or outdoor.

B. Students can interview an older adult on how leisure time has changed over time.

C. Generate a list of "20 things I love to do with my leisure time." Categorize each thing in relationship to cost, alone/others, probability it will still be a priority in 10 years, etc.

D. Develop a six-month plan for school and after-school leisure time.

E. Develop special interest mini-courses taught by parents and staff on topics that provide students with widened options for effective use of leisure time.

III. EVALUATION

Students will be able to list five major leisure-time activities they are currently involved in and describe how they are satisfying and rewarding.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL A: For the student to develop an appreciation for and a positive attitude toward work

OBJECTIVE I: The student will demonstrate an awareness of the dignity in all work

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. discuss the variety and complexity of occupations and jobs

B. demonstrate an understanding of how each job is important and has its place in society

C. demonstrate an understanding of the importance of personal traits to job success

D. relate self-knowledge to a variety of jobs and occupations.

II. SAMPLE ACTIVITIES

A. Demonstrate duties of people in various job categories by doing role play, mini-drama, oral report, etc. Cover at least three jobs in each of the eight occupational categories of the D.O.T. (Ref. #7) or use the cluster system of C.I.S.I. (Ref. #23)

B. Explain how jobs fall in categories of dealing primarily with people, data or things. Make lists of jobs in each area and have students prioritize first, second and third choice. Group students by choice and let them discuss why they chose first and last choices.

C. Play the "what if . . ." game with various jobs to show importance of all jobs. Emphasize the importance of jobs irrespective of salary.

D. Conduct discussion groups related to part-time jobs, allowance, home chores, and related issues.

E. Have students do a self-analysis of traits and then relate their profile to occupational profiles.

III. EVALUATION

A. Student will be able to list three jobs for each of the categories: people, data or things.

B. Using the eight categories of occupations in the D.O.T. (Ref. #7), students will be able to name at least three jobs in each category.

C. Students will be able to explain the importance of each job, no matter what the salary.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL A: For the student to develop an appreciation for and a positive attitude toward work

OBJECTIVE II: The student will understand how occupations and careers relate to needs and functions of society

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. describe how the needs of society and the work performed by the members of society are related

B. discuss how every occupation has appealing aspects

C. demonstrate knowledge of how occupations and jobs contribute to society.

II. SAMPLE ACTIVITIES

A. Have students select a job that is not one of their top choices and then adamantly proclaim its dignity and worth.

B. Build a learning center about careers related to subjects taught. Rotate subjects.

C. Make a list of obsolete occupations. Discuss why they became obsolete and what needs of society they filled in their time. Discuss what new occupation will be needed in the year 2000.

D. Take a fantasy trip to a newly discovered planet. Describe the conditions, and then have students identify what they as individuals need to survive and what jobs are necessary to group survival.

E. Design a small group experience to explore students' understanding of why people work and how they benefit.

F. Devote one day each semester to discuss each course's relationship to careers.

G. Interview workers to find out what features of their jobs give them satisfaction and are most meaningful to them.

III. EVALUATION

Given a list of three current needs of society, each student will be able to identify a career for each need.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL B: For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE I: The student will demonstrate skills for locating, evaluating and interpreting information about vocational career opportunities

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. identify various ways occupations can be classified

B. identify a number of jobs within an occupational classification

C. demonstrate skills in using available school and community resources to learn about occupations

D. relate personal values, abilities, and skills to occupational profiles

E. discuss desirable aspects of work conditions of local occupations and jobs.

II. SAMPLE ACTIVITIES

A. Orient students to career materials suitable to use in the school and community. Teach them how to use career references; e.g., Dictionary of Occupational Titles (Ref. #7), Occupational Outlook Handbook, occupational kits, C.I.S.I. (Ref. #23), etc.

B. Select an occupational classification of interest and research five jobs. Share with others in the group.

C. Have students interview workers in various occupations. Focus on questions that identify different career values of the workers.

D. Have school personnel assist in researching occupations related to their curricular areas.

E. Have students go on an occupational information search in the school and/or public library. They can compile a list of career information sources within the school and community.

F. Assign students to write a personal ad for a job they have researched. Complete a master list. Include educational requirements, skills required, work characteristics, etc.

G. Have students find pictures on stories of typical sex roles in various jobs. Share the information with different groups and discuss occupational opportunities for both sexes.

III. EVALUATION

A. Each student will be able to list three jobs in each of the basic job clusters.

B. Each student will be able to list three sources where career information can be found in their school and community.

C. Each student will be able to relate two personal values and two personal abilities to a selected occupation.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL B: For the student to be actively engaged in his/her own career and vocational developmental process

OBJECTIVE II: The student will demonstrate appropriate skills in making decisions about vocational and career goals

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. describe career and vocational development as a continuous process with sequential series of choices

B. assess his/her skills for making decisions

C. explain how personal values affect decision-making

D. distinguish between essential and non-essential skills in decision-making

E. utilize decision-making skills in selection of courses and in setting tentative career goals

F. Evaluate skills for decision-making.

II. SAMPLE ACTIVITIES

A. Use structured exercises to teach the decision-making process.

B. Devise situations or capitalize on real-life situations to give students practice in using the decision-making steps in everyday life/school decisions.

C. Lead each student through an explanation of how the decision-making steps are used in:

1. choosing high school courses

2. choosing a tentative goal

3. choosing leisure-time activities.

D. Divide students into groups and have them brainstorm all the decisions they make in a typical day. Follow up by placing a value on each of those decisions.

III. EVALUATION

A. Students will be able to go through the decision-making process in choosing electives they will take during the coming school term.

B. Students will be able to relate personal values and experiences to their decision-making process.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL B: For the student to be actively engaged in his/her career and vocational developmental process

OBJECTIVE III: The student will demonstrate employment-seeking skills

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The student will be able to:

A. interpret terms and concepts used in describing employment opportunities and conditions

B. identify the demand for workers in various occupations

C. recognize the influence of change in supply and demand for employees in different occupations at the local, state, and national level

D. assess his/her salable skills for making occupational choices.

II. SAMPLE ACTIVITIES

A. Interview an employment manager or counselor about job trends and employment outlook.

B. Using the Occupational Outlook Handbook (Ref. #35), choose various careers from each of the job clusters and have students determine if the employment picture is positive, negative or stable. Also, the C.I.S.I. (Ref. #23) occupational briefs have a section which deals with Outlook with Iowa specific information from Job Service.

C. Have students reflect on the energy problem and analyze what jobs will be developed and eliminated in the next 5, 10 or 20 years.

D. Lead a field trip to the local Iowa Job Service Office to investigate supply and demand.

E. Investigate training programs in the areas that teach salable skills and relate to personal skills and educational programs.

F. Develop employment-outlook bulletin boards.

G. Give students fictional employee information and let them role-play participating in an employment counseling session.

H. Present audiovisual materials to teach changing patterns in work and general employment trends.

III. EVALUATION

A. Given a list of 10 occupations from different clusters, each student will be able to identify the occupational outlook as positive, negative or stable on the local, state and national level.

B. Each student will be able to list three questions typically asked by employment counselors.

C. Each student will list three salable skills they possess.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL B: For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE IV: The student will utilize available placement services based on his/her interests and capabilities/skills

LEVEL: Middle/Junior High

I. STUDENT OUTCOMES: The student will be able to:

A. select vocational exploratory and introductory programs

B. demonstrate knowledge of the training provided by the various programs that teach salable skills

C. demonstrate knowledge of information related to employment opportunities

D. choose instructional programs that will best meet needs.

II. SAMPLE ACTIVITIES

None at this level

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL C: For the student's career decision-making to be enhanced by involving the student's family

OBJECTIVE I: The student's family will be encouraged and provided the opportunity to become involved in the student's career decision-making process

LEVEL: Grades 7 - 9

I. STUDENT OUTCOMES: The family will be able to

A. gain an understanding of the student's interests, abilities and achievements

B. assist the student in yearly course selection and registration

C. aid in the career decision-making process

D. assist the student in understanding the relationship between school courses and occupation choices.

II. SAMPLE ACTIVITIES

A. Do a workshop for parents based on Luther Otto's "How to Help Your Child Choose a Career." (Ref. #36)

B. Involve the student's family in the course selection process by having special course explanation meetings.

C. Use parents as resources when teaching the career decision-making process.

D. Have parents go through the registration process and relate course choices with careers.

E. Have parents and students do interest inventories. Follow with discussion sessions relating interests, abilities and achievement to occupational choice.

F. Develop group conference sessions with families and students to discuss course choices for the following year.

G. Have students spend time at their parent's workplace and parents spend time in school with their students.

H. Do group sessions with parents and students to relate study skills and work habits to job success.

III. EVALUATION

A. Involved parents will be able to state their students' major interests and abilities.

B. Involved parents will be able to list two occupations related to each course their student has chosen.

C. Involved parents will demonstrate knowledge of the career decision-making process.

HIGH SCHOOL
Grades 10-12

Students in grades ten through twelve are finishing their basic education and preparing for independent living. Being recognized as individuals apart from the family unit is important. They want recognition for accomplishments as individuals, but still seek family advice and support when encountering difficult situations or when they are in trouble. Adult support and encouragement is necessary throughout the high school years. Teens in this age group may complain about having to follow parental and school rules, but appreciate that adults care enough about them to set guidelines. High school students are assuming more responsibility for their own actions, making an increasing number of their own decisions as well as reaping the rewards or paying the consequences, evaluating the outcome of decisions, and are still influenced greatly by the peer group.

Socially their world is enlarging. They have social contacts with a greater number and more diversified groups of people. Through an increasing number of social situations, as well as participation in school activities, these young people are gaining self confidence and feeling good about being who they are. Oral and written communication skills are being refined. These young people are becoming more confident in talking in one-on-one situations as well as speaking to groups of people. By the end of high school they should be comfortable interacting with adults as well as peers.

Focus of the guidance program at the high school level needs to be in helping students prepare for the transition into the adult world. They need assistance with problem-solving in personal, educational, and career areas. Guidance programs need to provide information and skill training to facilitate making major life decisions about postsecondary education, entering the world of work, and financing further education. Study skills, job-seeking skills, job-keeping skills, interpersonal relationship skills, awareness of personal attributes and weaknesses, independent living skills, an appreciation of the uniqueness of individuals and acceptance of others' differing opinions, and skills to obtain entry to postsecondary education need to be an integral part of the high school guidance program.

At the high school level, as with all the other levels, the guidance program should meet student needs by using the total staff in the local school. Counselors need to work closely with classroom teachers and administrators to help each faculty member become sensitive to student needs and provide assistance in the classroom. Students and parents within each high school district should know the local counselor and what he/she can provide. A recommendation from students and/or parents that have been helped is the best public relations that a guidance program can have. An example of lifelong learning should be set by counselors through continued updating to serve students in the best possible way.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL A: For the student to enhance awareness of the uniqueness of self

OBJECTIVE I: The student will demonstrate a positive attitude toward self as a unique and worthy person

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. gain an understanding and acceptance of his/her strengths and weaknesses and attain skills in building on the strengths

B. receive feed-back from peers regarding his/her personal characteristics and grow in achieving a realistic perception of self

C. demonstrate an improved attitude toward self and others

D. demonstrate an understanding of environmental influences on one's behavior

E. demonstrate ability to accept self as a total person with unique and worthy traits, characteristics, and potential.

II. SAMPLE ACTIVITIES

A. Self-evaluation form (Appendix 39—Loess Hills AEA Career Manual—Ref. #27).

B. Questionnaire on self-awareness (Appendix 16—Loess Hills AEA Career Manual—Ref. #27). Complete questionnaire and disscuss one-to-one or in small group sessions.

C. Utilize concepts from I'm OK, You're OK by Thomas A. Harris (Ref. #17) in working with students one-to-one or in small groups to improve acceptance of self and others.

D. Allow students in small groups to experience such self-awareness games as "Reunion" (Ref. #44), "The Ungame" (Ref. #47), or "Priorities" (Ref. #42). Encourage participants to share and discuss similar feelings and experiences as each player responds to questions in turn.

III. EVALUATION

Have students write a two-hundred word essay on their positive characteristics and traits that make them unique persons.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL A: For the student to enhance awareness of the uniqueness of self

OBJECTIVE II: The student will demonstrate understanding of the influencing factors in developing a positive self-concept

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to

A. experience growth in the development of a healthy self-concept

B. identify and appreciate the characteristics that are unique about him/herself

C. demonstrate an understanding of the personal attributes that are significant in achieving personal, social, educational and vocational goals

D. demonstrate the ability of self-management in developing and maintaining a healthy self-concept.

II. SAMPLE ACTIVITIES

A. List 10 things that are important to you--rank order (Appendix 67 Loess Hills Career Manual—Ref. #27). Complete, discuss, and retain for future reference.

B. Forced Choice Activity (Appendix 61-66 Loess Hills AEA Career Manual--Ref. #27). This activity could be used in a classroom or small group setting. Students would need ample time to complete their choices and summarize their results. Discuss findings and analyze similarities and differences among student's outcomes.

C. Have students describe three prior successes that made them feel good about themselves. Encourage positive student reaction and support to reinforce growth in self-esteem.

D. Use other activities that further self-concept enhancement and the understanding and acceptance of individual uniqueness would be valuable.

III. EVALUATION

All students will be able to describe how they view themselves through written essay, oral presentation or group discussion.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL B: For the student to develop an appreciation for others that will enrich interpersonal relationships

OBJECTIVE I: The student will demonstrate an acceptance of the similarities and differences among people

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. experience opportunities for deeper interpersonal relationships

B. grow in appreciation for the individuality of others

C. accept and respect the rights and opinions of others.

II. SAMPLE ACTIVITIES

A. Have students singly or in small groups select another country or another culture in which they have an interest. Let them research the subject in terms of commonalities and differences with our culture and report findings to the rest of the group.

B. Play the positive attribute game. Have each person write three positive qualities which they have on a piece of paper. Read the qualities and have students guess who it is and why. If we were this person, what would we add?

C. Create a list of fifteen to twenty items which members of the group could have in common (examples: political issue, month of birth, owning a pet, favorite rock group, etc.). Have students match their responses with other group members, keeping track of how often they match with each other member. Have the students with the most matches in common pair off to explore further similarities (then differences).

D. Students could research and report on student's rights and responsibilities in various settings (examples: school, home, government, community, etc.).

III. EVALUATION

Each student will be able to demonstrate, in a group guidance activity, that he or she can:

A. Identify a positive quality he/she sees and appreciates in self.

B. Identify a positive quality he/she sees and appreciates in another.

C. Identify several value differences between him/herself and at least one other person.

D. In general terms, identify effects of "put-downs" from others on a person.

E. Share a time when he/she demonstrated respect for another person.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL B: For the student to develop an appreciation for others that will enrich interpersonal relationships

OBJECTIVE II: The student will demonstrate competencies and skills for interacting with others

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. experience a variety of opportunities for group interaction

B. exhibit appropriate social skills in group activities

C. demonstrate ability in socialization skills, self-control, and respect for others

D. demonstrate knowledge and skills of societal interdependence

E. implement coping skills when dealing with pressures

F. exhibit a life style that is congruent with life career goals.

II. SAMPLE ACTIVITIES

A. Have students choose a long-term partner to "practice listening skills." They will spend equal amounts of time (10 to 30 minutes each day) being a good listener both in and outside of classroom activities.

B. Teach listening skills using Myrick and Erney's chapter on attentive listening in Caring and Sharing (Ref. #31) or Thomas Gordon's Parent Effectiveness Training (Ref. #15).

C. Utilize energizer activities from The New Games Book (Ref. #13).

D. Identify various socialization skills necessry to be successful in a variety of careers. (Could use CISI (Ref. #23) briefs for reference.)

E. Role play situations where self-control and respect for others are essential.

III. EVALUATION

Students will be able to complete successfully a checklist of helping or socialization skills similar to the "facilitative skills checklist" from Caring and Sharing, p. 154 (Ref. #31).

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE I: The student will demonstrate the ability to deal effectively with emotions, to cope successfully with stress, and to practice self-discipline

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. understand emotions and how they are expressed

B. demonstrate control of emotions, stress, and self

C. understand the effect of emotions on one's behavior and decisions

D. exhibit maturity in coping with emotional and stressful situations within him/herself and others

E. demonstrate increasing maturity in dealing with situations that are emotional

F. demonstrate ways of coping with emotional reactions of others

G. maintain self-discipline and rational behavior in dealing with emotional conflicts and stress.

II. SAMPLE ACTIVITIES

A. Social Readjustment Rating Scale (Pages 52-53, Loess Hills AEA Career Manual—Ref. #27).

B. Conduct role plays of typical problem situations students face. Have others identify feelings and play out alternate endings to the situations.

C. Suggest that students bring in clippings of persons handling emotional crisis. Discuss behavior and appropriate reactions.

D. Have students respond to a stress inventory and calculate their current degree of stress. Discuss healthy methods of coping with and reducing stress. (Example: Holmes T.H. and Rahe, R.H.--Ref. #21)

E. Have students go through a recorded relaxation exercise. Discuss feelings before and after.

F. Play record "It's All Right To Cry" from Free To Be You and Me (Ref. #46) and discuss what allows and inhibits us from expressing feelings.

III. EVALUATION

Given several hypothetical emotionally stressful situations, each student will be able to identify probable feelings, behavioral responses and consequences.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE II: The student will maintain good physical health

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. demonstrate knowledge of the factors important in maintaining good physical health

B. develop good physical health habits

C. appreciate how developmental changes in the life cycle affect physical health.

II. SAMPLE ACTIVITIES

A. Have students keep a chart during a specified period of time, measuring some aspect of physical health (e.g., weight control, daily exercise, bench press, or calories). Share information and progress.

B. Utilize a resource person within the school or community (nurse, physical education instructor, athletic trainer, physical therapist) to speak to student groups regarding maintenance of good physical health.

C. Invite in a panel of persons at different life cycle stages to discuss how aspects of health and exercise change as one progresses through life.

D. Visit settings where different age groups can be observed, such as child care centers and senior citizens' homes.

E. Have students prepare a meal consisting of a variety of healthy foods. Share samples and discuss their nuturitive value in the diet.

III. EVALUATION

A. In cooperation with the home economics teacher, develop a questionnaire on basic nutrition for teens. Each student will successfully complete this questionnaire.

B. Each student will know his/her appropriate weight and plan an exercise and eating program to maintain that weight.

C. Each student will be able to list and describe, in detail, life changes he/she has already gone through and outline typical life changes that adults face.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE III: The student will utilize personal skills, attitudes, and competencies for becoming a contributing, responsible citizen

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. understand and appreciate the qualities of responsible citizenship

B. demonstrate by his/her actions good citizenship skills

C. understand and be able to demonstrate respect for the rights of others and self

D. demonstrate ability in meeting needs both dependently and independently.

II. SAMPLE ACTIVITIES

A. Initiate a "Good Citizen of the Week" award. Establish criteria for selection and emphasize the qualities of each recipient based on good citizenship standards. Publicize and promote this as a credible honor and recognition.

B. Visit a county and/or municipal court where a lawyer, judge, or court official could address the group on the legal aspects of citizenship.

C. Establish a program where students can volunteer to do community service projects for several hours each week or month. Acknowledge their efforts with a newspaper article and/or certificate of achievement at the end of the project.

D. Compare and contrast figures in history or in the news who have demonstrated responsible citizenship with those who have not.

E. Discuss Maslow's "Hierarchy of Needs" (Maslow, A.H., Motivation and Personality--Ref. #28). Have students analyze the various levels and list examples for each. Determine methods for meeting the needs both dependently and independently at each level. There are possibilities for role-playing the suggested methods in typical real-life situations.

III. EVALUATION

Each student will be able to define four characteristics of good citizenship and discuss in written or oral form an example of his/her responsible behavior.

PROGRAM COMPONENT I: PERSONAL AND SOCIAL DEVELOPMENT: Learning to Live

GOAL C: For the student to utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship

OBJECTIVE IV: The student will demonstrate an understanding of the concept of leisure and how it relates to one's life style

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. acquire a basic knowledge of life cycles and corresponding life styles

B. realize the importance leisure-time activities play in making daily life more satisfying

C. acquire the skills needed to be able to pursue meaningful leisure-time activities at different life cycle stages

D. demonstrate understanding of the relationship between leisure-time activities and the maintenance of good physical and mental health.

II. SAMPLE ACTIVITIES

A. Life Style Planning Sheet (Appendix 23, Loess Hills AEA Career Manual—Ref. #27). Complete and discuss. Save completed sheet for future reference and up-dating as appropriate.

B. Situations that may change life style (Appendix 26, Loess Hills AEA Career Manual--Ref. #27). Consider various situations listed and discuss implications in small groups.

C. Leisure Analysis (Appendix 32, Loess Hills AEA Career Manual--Ref. #27). Complete, discuss and retain.

D. Discuss in classroom or small group setting life cycle stages. Have students list three meaningful leisure-time activities that could be appropriate for each stage and analyze the skills needed for successful pursuit of each activity.

E. Have students individually or in small groups investigate the life style of one (perhaps famous) person who is of interest and report back findings to remainder of class. Discuss possible and probable leisure pursuits consistent with the life style of each person reported upon. Discuss with students the relationship between leisure activities and good physical and mental health.

III. EVALUATION

A. Each student will be able to list, either orally or written, the skills he/she presently possesses to provide satisfying leisure activities in his/her life at the present time and in the future.

B. Students will be able to list skills they need or would like to learn so that they can pursue leisure activities during their adult years.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL A: For the student to develop an understanding of the importance of minimum educational competencies in order to function in a rapidly changing society

OBJECTIVE I: The student will demonstrate the importance of applying the essential skills in the academic disciplines—communication, mathematics, economics, and science and technology

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. demonstrate the application of academic skills

B. relate assessment skills to personal interests

C. describe the importance of academic skills for achieving desired life style, standard of living, and occupational choices

D. use knowledge and skills in academic disciplines in planning and achieving goals.

II. SAMPLE ACTIVITIES

A. In small group situations have students determine strengths and weaknesses from an academic achievement test(s). Compare scores with grades received in academic areas. Also have students compare their strengths with strengths needed for occupations that interest them. Briefs from Career Information System of Iowa (Ref. #23) or from a commercial system could be used for locating occupational information. If more than one set of test scores are available, compare test results.

B. Establish a peer tutoring service to help students lacking in specific academic skill areas.

C. Give a self-assessment abilities inventory and discuss how strengths tie into academic skills and the world of work.

D. Have students complete inventory of skills needed in occupations (Appendix 33, Loess Hills AEA Career Manual—Ref. #27). Students will need to compare their skills to necessary skills and plan ways to upgrade weak areas.

E. Enlist help from classroom teachers and offer support services to provide information in classroom settings about skills needed in occupations related to the specific class a student is taking. Example: Discussion of qualities needed for journalism in English classes or an assignment to research an English-related occupation and compare personal attributes.

III. EVALUATION

A. Each student will be able to complete a self-evaluation in the academic skill areas that is congruent with teacher observation and test scores.

B. Each student will be able to complete a behavior contract for improving skill areas and carry out that contract.

C. Through classroom assignments, all students will research two occupations that interest them and compare skills necessary for that occupation with skills they have or could develop. (Six occupations will be researched from the time students enter the tenth grade until they finish twelfth grade).

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL A: For the student to develop an understanding of the importance of minimum educational competencies in order to function in a rapidly changing society

OBJECTIVE II: The student will utilize skills that facilitate learning

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. develop ownership of academic motivation

B. develop independent study habits

C. demonstrate the ability to determine priorities and to complete learning tasks independently

D. analyze and compare his/her achievements to those skills necessary for short-range and long-range planning

E. demonstrate effective decision-making skills in the learning process.

II. SAMPLE ACTIVITIES

A. Teach students the decision-making process. Through real or devised situations give students practice in using the decision-making process.

B. Work with students in small groups or individually to improve study skills. Several publications are available on "How to Study."

C. Provide practice in planning use of time by having students keep track of how their time is used for two days, then have them plan the next two days. Discuss use of time at completion of exercise.

D. Provide time for students to set short-term goals for a week, then check back a week later through discussion to see how many students really met their goals.

E. Have students write down goals for the next year, five years and some things they would like to accomplish in their lifetimes.

III. EVALUATION

A. Each student will be able to determine appropriate criteria for his/her success in a given project or learning experience.

B. Each student will set goals for his/her high school educational experience.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL A: For the student to develop an understanding of the importance of minimum educational competencies in order to function in a rapidly changing society

OBJECTIVE III: The student will grow in understanding of our fast-paced society and will acquire the skills to adapt

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. understand how education relates to entering the job market

B. accept lifelong learning as a way of life

C. attain skills to change and adapt to constantly changing requirements for occupations

D. learn general skills that can apply to a variety of occupations.

II. SAMPLE ACTIVITIES

A. Have students research job market projections for the next fifteen years, including training requirements for these occupations.

B. Assign excerpts from such books as Megatrends (Ref. #32) and In Search of Excellence (Ref. #41) and have students report the information to classmates.

C. Initiate a discussion on amounts of education society has considered sufficient at different times since our country was founded. Points could include such things as being able to read and write as the criteria for education in the early days of our country through the present and into the future where continuous education is essential.

D. Discuss what knowledge and skills students presently have will tranfer to an occupation in which they are presently interested.

III. EVALUATION

A. Students will be able to express, in written form, ways our society has changed in their lifetimes.

B. Students will be able to list skills necessary to cope with a changing society.

C. Students will be able to list skills they presently have that could be used in a variety of occupations.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B: For the student to realize the influence of one's education in planning for and in living a responsible self-fulfilling life

OBJECTIVE I: The student will demonstrate skills in making educational decisions and choosing alternatives in planning for one's life

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. locate and utilize available resources for reaching potentials

B. demonstrate appropriate educational performance that will lead to preparation for attaining desired goals

C. accept success and failure as a necessary part of planning for life goals

D. acquire knowledge of steps required for entrance into postsecondary education/training programs

E. evaluate personal assets and limitations for meeting requirements for postsecondary educational/training programs

F. identify and take necessary steps for applying and securing financial assistance

G. implement necessary steps for making appropriate transition from high school to postsecondary training or world of work.

II. SAMPLE ACTIVITIES

A. At the beginning of the school year, meet with seniors individually or in small groups to discuss post high school plans. Have each one look at test results from previous high school years in the areas of aptitude, interest and achievement. If it could be helpful at this time, administer an interest inventory. Take a look at such things as grades during high school, areas of strength, possibilities for postsecondary education/training, and possibilities for financing postsecondary training. Discuss postsecondary schools that offer training in areas of interst, as well as requirements for being admitted to that school.

B. Notify juniors and seniors of school visits by postsecondary school representatives. Keep application forms on hand for the schools in the state and those out of state that students may need.

C. Establish a career-educational information center in or near the school library where information about a variety of careers and postsecondary schools are kept. Acquaint students with this center as they enter high school. Keep information updated.

D. Subscribe to a career information system such as C.I.S.I. (Ref. #23) or a commercial system that will be continually updated to provide relevant information.

E. When students are not accepted to the postsecondary school they have chosen, have an individual conference wtih them to discuss their strengths and alternatives for meeting their educational goals. Help the student make alternate plans.

F. Schedule a financial aid information night for students and parents in December or January. Supply materials necessary for applying for financial aid. Present information necessary for parents and/or students to know to make application for financial aid. Emphasize deadline dates. Assistance from a college financial aid officer may be used.

III. EVALUATION

Each student will be able by the middle of their junior year to identify three specific types of postsecondary education that might help him/her fulfill career goals.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B: For the student to realize the influence of one's education in planning for and in living a responsible self-fulfilling life

OBJECTIVE II: The student will demonstrate an understanding that a changing world demands lifelong learning

LEVEL: Grades 10 -12

I. STUDENT OUTCOMES: The student will be able to:

A. realize the necessity of lifelong learning

B. demonstrate an understanding of how constant changes in the world of work require frequent retraining and updating of employees

C. formulate educational plans that reflect continued learning directed toward achieving career/vocational goals

D. develop career/vocational plans that include the concept that a changing world demands lifelong learning.

II. SAMPLE ACTIVITIES

A. Have students interview employers in a variety of occupations. Ask these employers what advanced training is expected for employees to maintain their present positions.

B. Survey businesses to see how many of them provide incentives to employees for continued education or upgrading skills.

C. Use parents or business persons as resource people to speak to groups of students about their work and how it has changed over the last fifteen to twenty years. They could emphasize how they have had to continue their learning.

D. Work with students at class registration time, encouraging them to take courses that will provide the background needed for flexibility in employment as well as providing training in special interest areas of the student.

III. EVALUATION

A. Each student will be able to identify three agencies or institutions that offer continuing education.

B. Each student will be able to identify three reasons why lifelong learning is important to a person's overall development.

PROGRAM COMPONENT II: EDUCATIONAL DEVELOPMENT: Learning to Learn

GOAL B: For the student to realize the influence of one's education in planning for and in living a responsible self-fulfilling life

OBJECTIVE III: The student will demonstrate an understanding of the importance of using leisure time for fulfilling needs

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. determine priorities of leisure-time activities

B. relate learning activities to leisure-time opportunities

C. understand how leisure-time activities relate to life career goals

D. demonstrate ways that one can expand skills and knowledge through worthy leisure-time activities

E. plan and participate in leisure activities that enrich one's life.

II. SAMPLE ACTIVITIES

A. In a group setting have students identify possible career choices first, then identify recreational interests. Discuss how the leisure activities would contribute to or hinder possible career choices.

B. Using community resource people, offer short term classes before or after the regular school day in leisure activities. (Examples: golf, tennis, crafts, physical fitness).

C. With the cooperation of several departments within the school, offer a wellness program for students, emphasizing the importance of good health and care of the body to meet lifetime goals.

D. Offer mini-workshops for students in stress reduction/relaxation techniques. Use exercises that students can continue to use after the class is completed.

E. In small groups use an activity that will allow students to prioritize their time. Talk about the importance of balancing work and play.

F. Survey some large companies to see what recreational activities are allowed/provided for employees. Discuss how these programs have reduced employee time lost from work due to illness, and how such programs have boosted morale among employees.

G. Have students list present leisure activities and skills they have, and set goals to learn new leisure activities.

III. EVALUATION

A. Each student will be able to list three leisure-time activities and describe why they are important.

B. Each student will have knowledge to practice relaxation techniques to relieve stress and enhance their lives.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL A: For the student to develop an appreciation for and a positive attitude toward work

OBJECTIVE I: The student will demonstrate an awareness of the dignity in all work

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. realize the positive contributions all occupations make to our society

B. understand the relationship between occupational roles and life styles

C. demonstrate an appreciation for the variety of jobs and their significance

D. demonstrate a wholesome and positive attitude toward work as an integral part of one's life.

II. SAMPLE ACTIVITIES

A. Rank occupations according to prestige in current American culture and discuss reasons for high or low rankings. Discuss the influence of prestige in choice of career.

B. Interview workers in nontraditional jobs and review with class.

C. Interview people in the community who enjoy their work to determine what satisfies, in addition to money. Combine lists.

D. Participate in tours of local businesses and industry. Meet and observe various workers actually performing job tasks.

E. Conduct a job search as individuals or groups for students to discover the wide variety of jobs needed to complete one finished product.

III. EVALUATION

Each student will be able to list three positive benefits derived from work, other than financial reward.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL A: For the student to develop an appreciation for and a positive attitude toward work

OBJECTIVE II: The student will understand how occupations and careers relate to the needs and functions of society

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. demonstrate the importance of work as it affects values and life styles

B. demonstrate an appreciation for the rewarding aspects of work

C. differentiate among occupational opportunities on the basis of their contributions to the needs of society.

II. SAMPLE ACTIVITIES

A. Review and update knowledge of employment trends and patterns.

B. Explore the impact of social and technological change on work and workers.

C. Invite representatives from each branch of the U.S. Armed Forces to present an overview of opportunities for careers.

D. Select jobs in each occupational cluster and brainstorm in groups what each contributes to the needs of society.

III. EVALUATION

Each student will be able to list at least five jobs that function to meet specified societal needs.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL B: For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE I: The student will demonstrate skills for locating, evaluating, and interpreting information about vocational career opportunities

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. identify the different characteristics of work roles

B. discuss the requirements of entry level occupations related to interests and to high school program of study

C. understand and make use of available handbooks and materials published by national, state, and local agencies and commercial publishers

D. describe a number of jobs in a given occupational classification or clusters

E. design a workable guide for beginning the formulation of goals and plans which reflect the ability to locate, evaluate, and interpret information about career and vocational opportunities

F. become familiar with the various classification systems to categorize occupations.

II. SAMPLE ACTIVITIES

A. In a group setting, orient students to the resources in the local school and community that provide information about careers (examples: occupational briefs, films, filmstrips, cassettes, computer programs, Dictionary of Occupational Titles (Ref. #7), Occupational Outlook Handbook (Ref. #35), Career Information System of Iowa (Ref. #23), employed workers, businesses and industries, etc.).

B. In small groups or classroom settings, orient students to the sources of job opportunities (classified ads, private employment agencies, Iowa Job Service, employment offices, personnel managers and/or employers).

C. Acquaint students with the various ways jobs in the United States are classified, for example, The Dictionary of Occupational Titles (Ref. #7), The Occupational Outlook Handbook (Ref. #35), and The Career Information System of Iowa (Ref. #23).).

D. Present criteria for judging usefulness of information and demonstrate how to apply criteria to different kinds of resources. Let the students apply the criteria to resources available in the school.

E. Have students complete a "job search plan" that includes:

1. completing an occupational questionnaire on a specific job that requires research into working conditions, job activities, training requirements, earnings, employment outlook, and related high school courses.

2. choosing an occupational area and visiting local businesses and industries that have these occupations.

3. sharing and comparing results.

F. Conduct a job search activity using want ads and reports on employment trends in the newspaper business section.

G. Have students research a nontraditional occupation and/or an occupation they are unfamiliar with and share the information with their classmates.

III. EVALUATION

A. Each student will be able to list five sources he/she has used in finding information about careers.

B. Each student will be able to state an appropriate career goal and demonstrate the ability to locate, collect, and evaluate information.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL B: For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE II: The student will demonstrate appropriate skills in making decisions about vocational and career goals

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. compare alternate approaches that can be used in decision-making situations

B. demonstrate the effective use of time, effort, and resources in making decisions

C. identify alternate courses of action in a given decision-making situation

D. state tentative career and vocational goals and objectives

E. plan steps and take action for implementing vocational decisions

F. accept responsibility for the decisions made and for the consequences of the decisions--both positive and negative

G. If needed, identify alternatives and/or options to decisions.

II. SAMPLE ACTIVITIES

A. Review in group sessions the decision-making steps prior to each decision point.

B. Devise situations or capitalize on real-life situations to give students practice in using the decision-making steps in everyday life/school decisions.

C. Lead each student through an explanation of how the decision-making process is used in:

choosing high school courses
making tentative career choices
selecting appropriate post-high school training
selecting a part-time or full-time job
choosing leisure activities

D. Interview persons who have changed careers, and explore how they reached their decisions.

E. Interview persons who have recently entered the job market, and compare their method of decision-making.

F. Have students keep a decision log for two days. On the third day, have students write beside each decision a person who influenced them.

G. Administer an interest inventory survey and have students relate their results to specific careers.

III. EVALUATION

Each student will be able to list the appropriate steps in effective decision-making.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL B: For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE III: The student will demonstrate employment-seeking skills

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. demonstrate the ability to use and interpret information about job openings and oportunities

B. demonstrate educational and vocational skills required by employers

C. apply social skills for an employment interview

D. apply skills in seeking employment.

II. SAMPLE ACTIVITIES

A. Teach the techniques of applying for a job, writing resumes, and interviewing. Role play different kinds of job interview situations. Videotape practice job interviews and have classmates critique each other.

B. Hold a job clinic for seniors ready to enter the job market (or for other high school students seeking summer work).

C. Invite employers to talk with students about techniques of getting and holding a job.

D. Investigate the advantages and disadvantages of the various means of obtaining jobs.

E. Locate three or more job vacancies and make application for them. Share with classmates the experiences and things learned during the job searches.

F. Prepare an individual job search portfolio.

G. Invite a panel of employers and employees in a variety of occupations to discuss key points which new workers on a job need to know.

H. Interview workers about conditions and problems that occur when a person is new on a job. Record the conversations to share with other students at school.

I. Develop a "Handbook for Young Workers" that provides information on the many facts young persons need to know when entering the labor market.

J. Role play various job situations that require workers to use decision-making skills on the job (example: asking the boss to change working hours, etc.).

K. Conduct an exit interview with dropouts, providing information about job-hunting techniques in searching for employment. Review his/her aptitude test results and plans for follow-up.

III. EVALUATION

Each student will be able to fill out a job application appropriately and list three important factors in being successful in a job interview.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL B: For the student to be actively engaged in his/her career and vocational development process

OBJECTIVE IV: The student will utilize available placement services based on his/her interests and capabilities/skills

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student will be able to:

A. apply career decision-making skills in course selection while in high school

B. make appropriate choices in his/her high school program that will lead to salable skills for entry level employment or to advanced training

C. use job-search skills

D. use placement services to make appropriate transition from high school to entry level employment, armed services, or to postsecondary training leading to individual career goals.

II. SAMPLE ACTIVITIES

A. At registration time have freshmen students develop a tentative three year high school program of study. This tentative program of study will relate directly to the post high school plan of each freshman student.

B. Develop an employment potential survey of local employers to assess job needs/openings with entry level skills and other requirements. The survey results should be posted and made available to students.

C. Develop a career information center or resource file related to local student needs.

D. Display samples of course projects and develop presentations to increase awareness of course content and the relation to careers. Appropriate timing for this activity is just preceding course registration.

E. Have a curriculum fair through a multi-department effort prior to course registration.

F. Host a career day featuring displays and guest speakers to increase career awareness.

G. Initiate a job shadowing program where students shadow a worker in an occupation in which they have an interest. The student also fills out a job analysis guide for each job they "shadow."

H. Develop material to be included in the course requirement/course offering booklet that is handed out to students that shows how each subject area relates to a variety of careers. List careers that especially relate to each subject area.

III. EVALUATION

A. Graduates may be asked to complete follow-up opinion questionnaires on their secondary education.

B. Labor and industry personnel who have hired recent graduates from the local school may be surveyed as to applicant preparation for job entry in the job market.

C. Postsecondary schools where recent high school graduates have enrolled may be surveyed to obtain information as to how well these students were academically prepared.

PROGRAM COMPONENT III: CAREER DEVELOPMENT: Learning to Make a Living

GOAL C: For the student's career decision-making to be enhanced by involving the student's family

OBJECTIVE I: The student's family will be encouraged and provided the opportunity to become involved in the student's career decision-making process

LEVEL: Grades 10 - 12

I. STUDENT OUTCOMES: The student's family will be able to:

A. gain an understanding of the student's interests, abilities, and achievements

B. demonstrate an understanding of the components of the career decision-making process

C. assist the student in exploring career options and alternatives

D. become aware of a variety of career and educational opportunities available to students after completion of high school.

II. SAMPLE ACTIVITIES

A. Involve the student's family in preregistration activities in which post high school plans are directly related to various high school classes.

B. Provide opportunity for family participation in counseling conferences when his/her student plans next year's high school schedule.

C. Organize a Volunteers In Public Schools (VIPS) program.

D. Ask parents/guardians to serve as resource people for career days and other career presentations.

E. Recruit parents/guardians to assist/participate with student tours of local industry and businesses.

III. EVALUATION

A. Each parent/guardian who participates in school-sponsored career counseling presentations will be able to list his/her student's career interests and abilities.

B. Each parent/guardian who chooses to participate in school sponsored career activities will be able to name at least five career options available to his/her student and tell how much, if any, post-secondary training is required.

C. Each parent/guardian who participates in school-sponsored career activities will be able to express orally or in writing, the application process for obtaining postsecondary education/training as well as the process for obtaining financial aid.

CHAPTER IV

GUIDANCE STANDARDS AND RECOMMENDATIONS

This chapter addresses: (a) the current standards contained in the School Laws of Iowa, Educational Standards, Section 257.25 9b, 280.9, and 280.14; (b) the Minimum Curriculum Requirements & Standards for Approved Schools 3.5(9), 3.5(16) and 3.5(17); (c) the Rules for Teacher Education and Certification 15.6, 15.9 and 15.24 relating to endorsements to serve as a school counselor at the elementary, secondary and K-12 levels; (d) the recommendations for increased emphasis in guidance and counseling as made by the Iowa Excellence in Education Task Force; and (e) in addition to the current standards and minimum requirements mentioned above, RECOMMENDED standards are discussed along with program quality indicators.

CHAPTER IV

GUIDANCE STANDARDS AND RECOMMENDATIONS

CURRENT STANDARDS, RULES & CERTIFICATION REQUIREMENTS

Educational Standards of the School Laws Of Iowa

257.25 9(b) Counseling

"A qualified school guidance counselor who shall meet the certification and approval standards prescribed by the department of public instruction. The guidance counselor may be employed on a part-time or full-time basis, or may devote only part time to counseling services, according to the needs of the school and the availability of guidance personnel, as determined by the local board. The state board shall recommend standards based upon the number of students in attendance and other appropriate factors. Other members of the noninstructional professional staff, including but not limited to physicians, dentists, nurses, school psychologists, speech therapists and other specialists, may also be employed or shared by one or more schools. The guidance counselor shall meet the certification and approval standards of the department of public instruction and noninstructional staff members shall meet the professional practice requirements of this state relating to their special services."

280.9 Career Education

"The board of directors of each local public school district and the authorities in charge of each nonpublic school shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-oriented society. Curricular and cocurricular teaching-learning experiences from the prekindergarten level through grade twelve shall be provided for all students currently enrolled in order to develop an understanding that employment may be meaningful and satisfying. However, career education does not mean a separate vocational-technical program is required. A vocational-technical program includes units or partial units in subjects which have as their purpose to equip students with marketable skills. Essential elements in career education shall include, but not be limited to: (1) Awareness of self in relation to others and the needs of society, (2) exploration of employment opportunities and experience in personal decision making, and (3) experiences which will help students to integrate work values and work skills into their lives."

280.14 School Requirements

"The board of governing authority of each school or school district subject to the provisions of this chapter shall establish and maintain adequate administration, school staffing, personnel assignment policies, teacher qualifications, certification requirements, facilities, equipment, grounds, graduation requirements, instructional requirements, instructional materials, maintenance procedures and policies on extra-

curricular activities. In addition the board or governing authority of each school or school district shall provide such principals as it finds necessary to provide effective supervision and administration for each school and its faculty and student body."

Minimum Curriculum Requirements & Standards for Approved Schools

3.5(9) Provision for career education

"The board of each school, public and nonpublic shall incorporate into the educational program the total concept of career education. Curricular and co-curricular teaching-learning experiences from the prekindergarten level through grade twelve shall be provided for all students in accordance with section 280.9."

3.5(16) Guidance program in secondary schools

"Every board that operates a school offering any grades seven through twelve, except a school which offers grades one through eight as an elementary school shall provide therein an organized and functioning guidance program to aid pupils with their personal, educational, and career development. The guidance program shall indicate the extent to which it adopts the recommended standards of the state board of public instruction based on the number of students in attendance and other appropriate factors."

3.5(17) Guidance services in elementary schools

"The board shall adopt and maintain a clearly described program of guidance services for its elementary schools to aid pupils with their personal, educational, and career development in conformity with section 280.14."

Rules for Teacher Education and Certification

15.6 Elementary guidance counselor

"For endorsement to serve as an elementary school guidance counselor in kindergarten and grades one through nine, the applicant shall have met the requirements for a professional certificate and, in addition thereto, shall possess a master's degree in guidance and counseling from a recognized institution, based upon an approved program of study in which emphasis was placed upon guidance and counseling at the elementary school level, which program shall have included supervised guidance and counseling experience under the supervision of such institution, or actual experience recognized as the equivalent thereof by such institution. An applicant shall also present evidence of successful teaching experience."

15.9 Secondary guidance counselor

"For endorsement to serve as a secondary school guidance counselor through grade twelve, an applicant shall have met the requirements for a professional certificate and in addition thereto, shall possess a master's degree in guidance and counseling from a recognized institution, based upon an approved program of study in which emphasis was placed upon guidance and counseling at the secondary level, which program shall have

included supervised guidance and counseling experience under the supervision of said institution, or actual experience recognized as the equivalent thereof by such institution. An applicant shall also present evidence of successful teaching experience."

15.24 Guidance counselor

"For authorization to serve as a guidance counselor in kindergarten and in grades one through twelve, the applicant must possess a current valid professional certificate endorsed for teaching at either the elementary or secondary school level and, in addition thereto, must possess a master's degree and have completed an approved graduate program of at least 45 semester hours for the preparation of guidance counselors, which program may include courses completed in fulfillment of the requirements for said master's degree and shall include supervised counseling experience at both elementary and secondary school level. In addition, the applicant shall present evidence of successful teaching experience."

THE ABOVE STANDARDS AND RULES MERELY ESTABLISH MINIMUM REQUIREMENTS THAT ARE TO BE REQUIRED OF ALL ELEMENTARY AND SECONDARY SCHOOLS IN IOWA. IT SHOULD BE UNDERSTOOD THAT COMPREHENSIVE GUIDANCE PROGRAMS WILL PROVIDE SERVICES AND ACTIVITIES THAT ARE BEYOND STATE REQUIREMENTS. MANY SCHOOL DISTRICTS IN IOWA HAVE ALREADY DETERMINED THAT JUST COMPLYING WITH THE MANDATED STANDARDS IS NOT ENOUGH TO PROVIDE FOR A WELL ORGANIZED AND FUNCTIONING GUIDANCE PROGRAM THAT SERVES THE NEEDS OF ALL STUDENTS, TEACHERS, ADMINISTRATORS, PARENTS AND THE COMMUNITY.

EXCELLENCE IN EDUCATION TASK FORCE REPORT

Any discussion of standards and quality programs of guidance services for Iowa's elementary and secondary schools should include mention of the recent study of education in Iowa completed by the Excellence in Education Task Force.

The Iowa Legislative Council, an executive committee of the Iowa Legislature, created the Excellence in Education Task Force to conduct an indepth study of the state's education system and to set an agenda for the next decade. The final report of the Task Force titled First In The Nation In Education was published in October of 1984.

There was considerable mention in the final report of the importance of guidance-related activities, e.g., career development, curriculum involvement, children learning to deal with change, students becoming responsible and self disciplined citizens, increasing community and parent involvement, and assessing needs. Specific comments and recommendations relating to guidance and counseling made by various subcommittees and contained in the final report were:

I. HIGHER EDUCATION SUBCOMMITTEE REPORT --

THE SUBCOMMITTEE BELIEVES THAT JUNIOR HIGH SCHOOL AND SENIOR HIGH SCHOOL STUDENTS ARE IN NEED OF SUBSTANTIAL AMOUNTS OF ACADEMIC AND CAREER COUNSELING. The evidence from its survey of high school seniors suggests that many students did not feel adequately served by their counseling staff. In many respects, this appears to be a result

of the high volume of students and administrative duties placed upon counselors. Many students appear to turn to favorite teachers and coaches for serious discussion of academic and career goals.

RECOMMENDATION: To reduce the paperwork overload on professional counselors, clerical and paraprofessional help should be used for record-keeping, scheduling and providing information on college entrance requirements and financial aid. The bulk of counselors' time should be spent in personal, academic, and career advising, not in administrative duties. Some group counseling on course selection, career information, and job-seeking may provide a means of coping with the high student-counselor ratio.

II. "PREPARATION FOR LIFE IN A CHANGING WORKPLACE" EDUCATION AND INDUSTRY COORDINATION SUBCOMMITTEE REPORT --

RECOMMENDATION: Local school districts should have an adequate number of elementary and secondary counselors to provide all students with effective and continuous academic, personal, and career counseling services from kindergarten through grade twelve. Smaller districts can meet this requirement by adding counselors to their local staffs or by sharing counseling services with one or more districts. Area education agencies are an appropriate mechanism to ensure that elementary guidance services are readily available to all schools in their area.

III. TEACHING QUALITY SUBCOMMITTEE REPORT --

RECOMMENDATION: The Subcommittee recommends that counselors be available to students in both elementary and secondary schools. At the elementary level, the ratio of students to counselors should be 400 to 1. At the secondary level, the ratio of students to counselors should be 300 to 1.

IV. STUDENT RESPONSIBILITY AND DISCIPLINE SUBCOMMITTEE REPORT --

SUPPORT SERVICES. Counselors provide an important support service. They assist students in developing responsibility and self-discipline. Currently, counselors at both the elementary and secondary levels are not able to assist students in learning responsibility and self-discipline to the extent that they would like or should. There is an inadequate number of counselors; and counselors are overburdened.

At the elementary level, where counselors are not mandated, the shortage is particularly acute; only about 10 percent of the state's counselors serve at the elementary level. In those districts that have elementary counselors, some have a student-counselor ratio that is close to the recommended 400-500 to 1; in others it is much higher. There is a real need to employ counselors at the elementary level if students are to begin the process of learning responsibility and self-discipline at an early age. At the secondary level, where counselors are mandated but ratios are not, approximately thirty percent of the counselors are less than full-time. The average student-counselor ratio at the secondary level is almost 100 above the recommended ratio of 300 to 1.

Counselors are overburdened in many ways. In addition to their traditional counseling role, they are often assigned other duties, such as performing administrative tasks and teaching in the classroom. They also spend an inordinate amount of time performing clerical tasks which in many instances could better be assumed by others. There appears to be a lack of clarity regarding their role within the total school environment.

If counselors are to provide the necessary assistance to students in developing responsibility and self-discipline, there should be an adequate number of counselors and they should be freed from their extra duties to provide them with sufficient time to carry out their role.

RECOMMENDATIONS: The Subcommittee recommends that the Legislature require the employment of guidance counselors at the elementary level and that the Department of Public Instruction develop rules for counselor-student ratios at both the elementary and secondary levels.

The Subcommittee recommends that the State Board of Public Instruction appoint a task force to define the roles of elementary and secondary counselors, as well as their training and inservice needs, in light of the recommendations of the Task Force Report. The task force should be composed of elementary and secondary counselors, administrators, and teachers; higher education counselor training faculty; and area education agency and Department of Public Instruction guidance staff. The task force should present its recommendations to the State Board, higher education, and local school districts not later than January 1, 1986. The State Board, higher education, and local school districts should then take appropriate action.

RECOMMENDED STANDARDS FOR LOCAL SCHOOL DISTRICTS

A systematic approach to the implementation and development of an organized program of guidance services is essential. The process requires the active involvement of not only school counselors, but also of administrators, teachers, other staff members, students, parents and members of the community. The following standards are not a part of the School Laws of Iowa or a part of the Minimum Curriculum Requirements for Approved Schools but are RECOMMENDED to local school districts as they implement new programs or redirect the goals and objectives of programs presently in operation.

Student-Counselor Ratios: Two factors that must be present before the implementation of any organized program of guidance services are: (a) counselors employed that are properly endorsed by the Department of Education, and (b) the necessary time provided to carry out the responsibilities assigned to the program. The recommended maximum student to counselor ratios are 400 to 1 at the elementary level (K-6) and 300 to 1 at the secondary level (7-12). In districts that have fewer students, the ratio, depending on the needs of the district, may be reduced proportionately; for example, at the secondary level, 200 students = 2/3 time counselor, 150 students = 1/2 time counselor. No school, regardless of enrollment, should employ a counselor for less than 1/2 time.

Facilities & Budget: There should be adequate facilities, equipment, materials and supplies to carry out a well-organized guidance program. This should include (a) an office for each counselor, with visual and auditory privacy; (b) a facility available for parent conferences and small group activities; (c) the reception area independent of the administrative area and readily accessible to students; (d) adequate equipment and materials to carry out a well-organized guidance program; (e) space for display of appropriate materials; (f) a telephone provided for each counselor; and (g) an identified guidance program budget which will include adequate funding to carry out the stated program.

Secretarial Assistance: There should be designated clerical assistance provided to assist counselors in carrying out the effective implementation of the school guidance program. This will allow the counselor more time to spend on guidance activities and provide for a more efficient and effective system of secretarial services.

Job Description: It is of extreme importance that each counselor has a written job description. This should be completed by the counselor, the building administrator and the director of guidance based on assessed student and institutional needs. The job description identifies specific counselor responsibilities, thus determining counselor role and function. This is important to all in providing for optimum communication, coordination and articulation in the total program of guidance services. In addition, the guidance program should have a system of counselor evaluation which uses the job description of the counselor as a basis for that evaluation. It is important that the counselor evaluation instrument be different from that of the classroom teacher and building administrators (example in Resource Section). The evaluation should be conducted by an administrator who has a working relationship with the counselor and is knowledgeable in regard to the guidance program. The counselor should have an active role in the evaluation process. The results of the evaluation should be utilized to set agreed upon behavioral goals for the next school year's program.

Public Relations: Public relations is a vital component of the guidance program. There needs to be evidence of planned communications with the media, community organizations, civic groups, parents, etc. It is imperative that every possible means be utilized to get the word to parents and the general public as to what guidance services are available, along with the program goals, objectives and activities.

In addition to those recommended standards already mentioned, any well organized guidance program should contain the following quality indicators:

QUALITY INDICATORS FOR A GUIDANCE PROGRAM

District Level

1. A formally written district-wide philosophy of the guidance program should be developed and adopted.

2. A long-range guidance plan should be developed which details the district's K-12 program of guidance services. The plan should provide for emphasis on personal and social, educational, and career development and include goals and objectives and guidelines for implementing.

3. The career development aspects of the guidance program should provide for the continuous assessment of student aptitudes and interests, opportunities for exploring different occupations, and assistance in career-related decision making.

4. Provisions should be made for vertical and horizontal articulation and coordination between the various program levels (elementary, junior high/middle school, and senior high).

5. The school should utilize community resources (e.g., parent volunteers, college students, retired citizen volunteers, business and industrial personnel) when appropriate for assisting with the guidance-related needs of the students.

6. A system-wide coordinated program of testing and evaluation should be developed, implemented and adopted by the board of directors.

7. A dual system of pupil records should be implemented which includes (a) an accurate and complete permanent office record on each pupil, separately housed and maintained; and (b) a cumulative record (housed in the guidance office in grades 7-12) which is readily available to all professional staff members.

8. Provisions should be made to (a) orient all students at each educational level to the program of guidance services available, and (b) assist through orientation activities the student's transition between the various educational levels.

9. A program of inservice education should be provided to (a) acquaint the entire staff with the program of guidance services, and (b) assist the staff with their responsibilities in carrying out the various guidance functions.

10. All counselors should be free from those administrative responsibilities which may detract from desirable relations with students, teachers, parents, and members of the community.

11. A guidance committee representing staff, students, parents and community should be actively involved in establishing direction for the total program of guidance services.

12. The school administration should provide leadership and support to the guidance program.

13. The guidance program encourages students regardless of disability, sex or race/culture to explore varied academic and career options.

14. Appraisal instruments and guidance materials are selected by using multicultural, nonsexist guidelines.

Elementary Level (K-6)

1. Section 3.5(16) of the Minimum Curriculum Requirements and Standards for Approved Schools states: "Guidance services in elementary schools. The

board shall adopt and maintain a clearly described program of guidance services for its elementary schools to aid pupils with their personal, educational, and career development." Provisions of this section of the Standards should be met.

2. An organized program of guidance services with stated goals and objectives (employing properly endorsed elementary school counselors) should be functioning at the elementary school level.

3. Adequate guidance work area (office) allowing for private conferences and small group work should be provided.

4. There should be an ongoing assessment of the strengths and weaknesses of the guidance program in relation to its ojectives.

5. Needs assessments should be conducted on a regular basis and results utilized in continuing program development.

6. The counselor should conduct individual and group counseling sessions which provide a helping relationship for the expression and exploration of the pupil's values, interests, attitudes, and feelings.

   a. In working with students the counselor utilizes such methods as play media, role playing, and open-end stories.

   b. The counselor works with pupils in group situations both small and classroom size.

   c. The counselor spends some time with pupils out of the office, e.g., halls and playground.

7. The counselor should function in a consulting role with teachers to create better understanding of children through cooperative planning of appropriate classroom guidance experiences to meet individual needs.

   a. Adequate opportunity for consultation with faculty members is provided.

   b. The counselor is a consultant to parents, individually and in small groups, in regard to social, emotional and educational concerns experienced by their children.

   c. Provisions are made for parent education programs.

   d. The school provides inservice opportunities emphasizing guidance related needs.

   e. The counselor consults with specialists within the school and community to secure their special help in meeting the various needs of children.

8. The counselor should bring the efforts of all participants in the educational process together and focus them upon the needs of each individual child. In doing this the counselor functions as the coordinator of the total pupil personnel services team.

a. All teachers in the school are familiar with the services of the counselor.

b. The importance of good working relationships among all staff members is recognized, so that each may contribute to the effectiveness of the pupil's school experience.

c. Referral procedures are sufficiently defined so that all staff members are aware of their particular roles in this process.

d. The counselor is involved in staffings for "special students."

9. The counselor should conduct and/or coordinate classroom guidance activities designed to assist students in developing self-understanding; self-acceptance; effective inter-personal skills; develop understanding of and positive attitudes toward school, community, and society. Particular attention should be given to individuals' total development; counselors assist teachers to provide such experiences.

a. Conduct and/or coordinate with teachers a planned classroom guidance program with sequential activities.

b. Conduct and/or assist in classroom guidance activities and make materials available to classroom teachers.

Secondary Level (7-12)

1. Counseling should be available that affords students the opportunity to broaden their understanding of themselves, their environment, and their opportunities.

a. Counseling is available for students on a voluntary basis, counselor-initiated basis, and by referral from administrators, teachers and parents.

b. Counseling is available to the students at times other than during the regular school day.

c. Counseling makes available a relationship in which the student may express values, knowledge, attitudes and feelings.

d. Counseling is viewed as a process in which the counselor is aware not only of the student but also of himself/herself as an instrument in the student's self-development.

2. An information component which provides for the collection, organization, and dissemination of information should be available and functioning.

a. Current materials on all types of postsecondary education/training opportunities are readily available to students, faculty, and parents.

b. Current and extensive materials on career opportunities which include data on working conditions, educational and/or other requirements, are readily available to students, faculty, and parents. These materials are local, state, and national in their scope.

c. Adequate provisions are made to house, maintain, and update all educational and career materials.

d. Bulletin boards or other wall space for guidance posters and other pertinent guidance displays are in evidence.

e. The faculty is aware of and utilizes the materials available from the guidance office in advising individual students, as well as with class groups, as they approach common problems.

f. The counselor(s) coordinates the faculty utilization of educational career materials.

3. The counselor should be a consultant to teachers, administrators and parents.

a. Counselors consult with teachers to share the counselor's understanding of human behavior, and his/her skills in interviewing and counseling.

b. Counselors consult with administrators to assist in establishing a positive school climate.

c. Counselors consult with parents to assist them to better understand the importance of effective communication and how to utilize various techniques in developing positive self concepts and feelings of worth and independence in their children.

4. The guidance program should provide planned group guidance activities and opportunities for all pupils.

a. Group activities are used with students identified as having common concerns/problems.

b. Free discussion groups are available to students who wish to meet voluntarily to discuss their concerns/ problems as they identify them.

c. Counseling groups are available to those students who may benefit from the counseling relationship and the dynamics of the group situation.

d. Staff members who are prepared in group procedures are utilized in positions of leadership in group guidance activities, with the counselor assuming a major leadership responsibility in the development of group processes.

5. As a component of the guidance program there should be an appraisal process directed toward positive student development and toward the goal of increased self-understanding and self-acceptance which is available and functioning.

a. Appraisal information is utilized by teachers and counselors to increase student self-understanding through classroom activities, and to assist teachers in their follow-through on implementation of decisions reached by students.

b. The interview is employed to assist the individual to express feelings, attitudes, preferences, hopes and desires not easily identified through the use of other appraisal devices.

c. Parent contacts, such as parent conferences and home visitations, are used to help understand the student better through understanding home and family background.

d. Other informational sources such as cumulative records, standardized tests, student data questionnaires, autobiographies, sociograms, health records, learning styles of students and teaching styles of instructors are utilized in the appraisal process.

6. The guidance program should include a comprehensive placement program which is available to assure that the individual has access to all possible placement opportunities.

a. Educational placement assists all students by providing them with information, materials and resources necessary for making decisions.

b. Vocational placement combines the input of the counseling and other staff members in providing the individual with a comprehensive and effective service.

c. The placement process assists individuals with personal adjustment needs that would affect placement (educational and/or vocational) and assumes responsibility in identifying appropriate resources commensurate with identified needs.

d. Measures have been taken to assure that the counseling process is not a contributing factor in any courses and/or programs in which there is a high enrollment concentration of one sex.

e. The counselor shares in the responsibility of assisting businesses and agencies in which students are placed to practice nondiscrimination concerning sex, race or disability.

7. The guidance program should include an effective research component concerned with the study of student needs and how well school services and activities are meeting those needs.

a. The counselor takes a leadership role in determining the needs for research, initiates research studies, dissemination, and evaluation of the findings.

b. Longitudinal and cross-sectional follow-up studies of graduates and dropouts are conducted.

c. Studies are conducted to determine characteristics and needs of students, as well as student evaluations of their total educational experience, particularly their experiences pertaining to the guidance program.

d. An ongoing assessment is made of the strengths and weaknesses of the guidance program in relation to its objectives.

CHAPTER V

GUIDANCE RESOURCES

Chapter five provides a listing of resources that may be of assistance to counselors as they implement or redirect programs of guidance services. The chapter contains references to sources referred to in the guidance curriculum contained in Chapter III; a bibliography; informational materials of various professional associations, government and community agencies, and service clubs; publications of the Iowa Department of Education; a listing of achievement, intelligence, interest, self-concept and miscellaneous tests; and information on microcomputer software.

Also included in the chapter are the titles of the various position statements approved by the American School Counselor Association Governing Board; two models for the planning and delivery of student services referred to in Chapter II, River City from ACT, and the American Institute of Research; the complete statement on ethical standards for school counselors of the American School Counselors Association; and an example of a counselor evaluation form.

CHAPTER V

GUIDANCE RESOURCES

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December 1985

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Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146
(515) 281-3038

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RESOURCES

There are many professional associations, governmental and community agencies, organizations and service clubs which provide resources (e.g., information and printed materials) and assistance to counselors in all areas of career guidance. Following are some of those which are available:

Professional Associations

- American Association for Counseling and Development and its divisions: NCDA, ASCA, AHEAD, ASGW, AMHCA, etc. 5999 Stevenson Ave., Alexandria, VA 22304
- American Vocational Association, 1510 H Street, N.W. Washington, DC 20005
- Iowa Association for Counseling and Development and its divisions
- Iowa Vocational Association
- Iowa Association of College Admission Counselors

Government Agencies

- State Department of Education (Guidance Services, Career Education, Substance Abuse, Special Needs, Vocational Rehabilitation)
- State Department of Human Services
- State Vocational Education Advisory Council
- Governor's Youth Council
- Job Service of Iowa
- Area Community Colleges
- Area Education Agencies

Service Clubs

- Civitan
- Elks
- Kiwanis
- Lions (QUEST program)
- Rotary

Community Agencies

- Boy Scouts of America (Explorer Program and Career Interest Survey)
- Community Counseling Services (Hotline, Youth Line, etc.)
- County Extension Services
- 4-H Clubs
- Hospital and Community Programs for Child/Adolescent Mental Health, Substance Abuse, etc.
- Iowa College Aid Commission
- Junior Achievement
- Midwest Regional Resource Center
- National Council on Alcoholism
- Planned Parenthood of Iowa
- Victim Services Programs

Other Organizations

American College Testing Program, Iowa City, Iowa
College Scholarship Service, Princeton, New Jersey
National Center for Research in Vocational Education,
Ohio State University, Columbus, Ohio
ERIC/CAPS, 2108 School of Education, The University of
Michigan, Ann Arbor, Michigan 48109
(Counselors need to be aware of the capabilities of this organization to research any subject. Contact your AEA guidance consultant or guidance contact person for assistance.)

AMERICAN SCHOOL COUNSELORS ASSOCIATION
POSITION STATEMENTS

Through close relationships with and deep concerns for America's young people, school counselors have developed considerable insight into and understanding of the needs of today's students. One of the results of these insights is the making of commitments to the student's physical, intellectual, and emotional well-being. The Position Statements published by the American School Counselors Association are designed to reflect these commitments in a public and professional manner.

Following are listed all Position Statements currently submitted to and approved by the ASCA Governing Board. These are available from the American School Counselors Association, 5999 Stevenson Avenue, Alexandria, VA 22304.

Child abuse/child neglect (Adopted January, 1981)
Counseling and guidance program: staffing needs and responsibilities (Adopted November, 1974; reviewed and reaffirmed 1980)
Counselors completing the endorsement section of college application materials (Adopted May, 1972, amended November, 1974; reviewed and reaffirmed 1980)
Developmental guidance (Adopted December, 1978)
Evaluation of school counselors (Adopted March, 1978)
Human sexuality--sex education (Adopted July, 1979)
The necessary cooperation: rehabilitation and school counselors must work together (Adopted April, 1979)
The paraprofessional in guidance and pupil personnel services (Adopted November, 1974; reviewed and reaffirmed 1980)
Peer counseling (Adopted December, 1978)
Principles of confidentiality (Adopted November, 1974; reviewed and reaffirmed 1980)
The school counselor's role in the implementation of Public Law 94 - 142 (Adopted July, 1980)
School counselors and military recruitment (Adopted March, 1982)
Standardized group I.Q. testing (Adopted February, 1980)
Student recognition programs (Adopted December, 1978)
Student rights: a developing right to know (Adopted November, 1974)
Teacher-counselor working relationships in career education (Adopted November, 1974; reviewed and reaffirmed 1980)

MICROCOMPUTER SOFTWARE

New, creative guidance programs are "popping up" all over the country as schools and districts find that their resources are either increasing or decreasing. Many schools have programs that operate with a full-time staff of counselors, others operate with a part-time staff, while still other schools have counselor-less programs that depend on teachers, administrators, and parents. All these programs have one thing in common, a keen interest in seeing that today's students receive the best counseling services available to better prepare them for their future careers.

Wherever you look in the guidance field you will find computers because it is easy to computerize anything that has previously been done with paper and pencil. In fact, the wealth of programs in the field ranges from simple exercises or games instructors or counselors have designed and computerized to large information systems which have been designed by guidance experts using grant funding and refined through years of use. How to pick the software that best suits your guidance program can be a tiresome, frustrating experience. To help with guidance software selection, the Career/Vocational Education and Guidance Department of the Santa Clara County Office of Education haas produced the Guidance and Counseling Directory of Microcomputer Software, a 150+ page compilation of many exciting microcomputer programs for guidance, counseling, and administrative purposes.

Each program/package has a description and lists the necessary hardware and specifications, the intended users, contact information, and costs as publicized by the distributor. Program categories include: 1) Self Assessment and Guidance Information (systems and programs), 2) Administrative Systems/Programs (complete systems, scheduling, attendance, grading, and finances), 3) Guidance and Counseling Helps, 4) College Prep Tests. Programs listed in the directory run on microcomputers such as the Apple, Atari, IBM, PC, PET, Commodore 64, and TRS-80.

The Microcomputer Directory has recently been revised and updated for 1985. It contains the latest information available from software houses across the country. We think you will find it a valuable addition to your professional resource library. You will find an order form below.

Career/Vocational Education, Guidance Department
Instructional Services Division
Santa Clara County Office of Education
Dr. Thomas L. Goodman, Superintendent
(408) 947-6756

---Order Form---

Please send me _____ copies of the Guidance and Counseling Directory of Microcomputer Software at $15.00 + tax (tax = CA residents only).

Total: _____

Name _____

Address _____

City _____ State ___ Zip _____

Make checks or PO's payable to County School Service Fund and mail to C/VEG Publications, Santa Clara County Office of Education, 100 Skyport Dr. MC 236, San Jose, CA 95115

AMERICAN SCHOOL COUNSELOR ASSOCIATION
ETHICAL STANDARDS FOR SCHOOL COUNSELORS

PREAMBLE

The American School Counselor Association is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived.

1. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief or practice.

2. Each person has the right to self-direction and self-development.

3. Each person has the right of choice and the responsibility for decisions reached.

4. The counselor assists in the growth and development of each individual and uses his/her highly specialized skills to insure that the rights of the counselee are properly protected within the structure of the school program.

5. The counselor-client relationship is private and thereby requires compliance with all laws, policies and ethical standards pertaining to confidentiality.

In this document, the American School Counselor Association has identified the standards of conduct necessary to maintain and regulate the high standards of integrity and leadership among its members. The Association recognizes the basic commitment of its members to the Ethical Standards of its parent organization, the American Association for Counseling and Development, and nothing in this document shall be construed to supplant that code. The Ethical Standards for School Counselors was developed to complement the AACD standards by clarifying the nature of ethical responsibilities of counselors in the school setting. The purposes of this document are to:

1. Serve as a guide for the ethical practices of all school counselors regardless of level, area, or population served.

2. Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to pupils, parents, professional colleagues, school and community, self, and the counseling profession.

3. Inform those served by the school counselor of acceptable counselor practices and expected professional deportment.

A. RESPONSIBILITIES TO PUPILS

The school counselor:

1. Has a primary obligation and loyalty to the pupil, who is to be treated with respect as a unique individual.

2. Is concerned with the total needs of the pupil (educational, vocational, personal and social) and encourages the maximum growth and development of each counselee.

3. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling assistance at or before the time when the counseling relationship is entered. Prior notice includes the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints.

4. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent only the counselor's personal orientation.

5. Is responsible for keeping abreast of laws relating to pupils and ensures that the rights of pupils are adequately provided for and protected.

6. Makes appropriate referrals when professional assistance can no longer be adequately provided to the counselee. Appropriate referral necessitates knowledge about available resources.

7. Protects the confidentiality of pupil records and releases personal data only according to prescribed laws and school policies. The counselor shall provide an accurate, objective, and appropriately detailed interpretation of pupil information.

8. Protects the confidentiality of information received in the counseling process as specified by law and ethical standards.

9. Informs the appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals.

10. Provides explanations of the nature, purposes, and results of tests in language that is understandable to the client(s).

11. Adheres to relevant standards regarding selection, administration, and interpretation of assessment techniques.

B. RESPONSIBILITIES TO PARENTS

The school counselor:

1. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.

2. Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.

3. Provides parents with accurate, comprehensive and relevant information in an objective and caring manner.

4. Treats information received from parents in a confidential and appropriate manner.

5. Shares information about a counselee only with those persons properly authorized to receive such information.

6. Follows local guidelines when assisting parents experiencing family difficuluties which interfere with the counselee's effectiveness and welfare.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

The school counselor:

1. Establishes and maintains a cooperative relationship with faculty, staff, and administration to facilitate the provision of optimum guidance and counseling services.

2. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.

3. Treats colleagues with respect, courtesy, fairness, and good faith. The qualifications, views, and findings of colleagues are represented accurately and fairly to enhance the image of competent professionals.

4. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.

5. Is aware of and fully utilizes related professions and organizations to whom the counselee may be referred.

D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

The school counselor:

1. Supports and protects the educational program against any infringement not in the best interest of pupils.

2. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property.

3. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate school officials of conditions which may limit or curtail their effectiveness in providing services.

4. Assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet pupil needs, and (3) a systematic evaluation process for guidance and counseling programs, services, and personnel.

5. Works cooperatively with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

E. RESPONSIBILITIES TO SELF

The school counselor:

1. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.

2. Is aware of the potential effects of personal characteristics on services to clients.

3. Monitors personal functioning and effectiveness and refrains from any activity likely to lead to inadequate professional services or harm to a client.

4. Strives through personal initiative to maintain professional competence and keep abreast of innovations and trends in the profession.

F. RESPONSIBILITIES TO THE PROFESSION

The school counselor:

1. Conducts herself/himself in such a manner as to bring credit to self and the profession.

2. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices.

3. Actively participates in local, state, and national associations which foster the development and improvement of school counseling.

4. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state, and local governments.

5. Clearly distinguishes between statements and actions made as a private individual and as a representative of the school counseling profession.

G. MAINTENANCE OF STANDARDS

Ethical behavior among professional school counselors is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these Ethical Standards for School Counselors or the AACD Ethical Standards, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor shall utilize the channels established within the school and/or system. This may include both informal and formal procedures.

2. If the matter remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:

   - local counselor association
   - state counselor association
   - National counselor association

H. REFERENCES

School counselors are responsible for being aware of and acting in accord with the standards and positions of the counseling profession as represented in such official documents as those listed below. A more extensive bibliography is available from the ASCA Ethics Committee upon request.

Ethical Standards (1981). Amerian Association for Counseling and Development. Alexandria, VA.

Ethical Guidelines for Group Leaders (1980). Association for Specialists in Group Work. Alexandria, VA.

Principles of Confidentiality (1974). ASCA Position Statement. American School Counselor Association. Alexandria, VA.

Standards for Educational and Psychological Tests and Manuals (1974). American Psychological Association. Washington, DC.

Ethical Principles in the Conduct of Research with Human Participants (1973). American Psychological Association. Washington, DC.

(Ethical Standards for School Counselors is an adaptation of the ASCA Code of Ethics (1972) and the California School Counselor Association Code of Ethics (revised, 1984). Adopted by the ASCA Delegate Assembly March 19, 1984.)

ASSESSMENT LIST

Compiled by
Guidance & Testing Department
of the Heartland Area Education
Agency 11, John L. Thompson,
Coordinator

ACHIEVEMENT TESTS

California Achievement Test
Forms C and D
Multi-Level Examination Kit (Grades K-12)
CTB/McGraw-Hill, Del Monte Research Park
Monterey, CA 93940

CAP Achievement Series
Scott, Foresman & Company
6116 West 85 Terrace
Overland Park, Kansas 66207

Content Evaluation Series
Mathematics Test, Form 1, Grades 7, 8 and 9
Science Tests, Form 1, Grades 8 and 9
Language Arts Tests, Form 1, Grades 7, 8 and 9
Houghton Mifflin Company, Boston
*Teachers Manual and Score Sheet

Educational Development Series
Scholastic Tests Serivce, Inc.
Bensenville, IL 60106

Forms R,S,T, All Levels
*Teacher's Manual, Test Booklet, Score Sheet

Lower Primary Level - Form S
*Teacher's Manual, Test and Score Sheet

Primary Level, Form A
*Manual, Test and Score Sheet

Upper Primary, Form C
*Manual, Test and Score Sheet

Elementary Level - Form R
*Manual, Test and Score Sheet

Elementary Level - Form S
*Manual, Test and Score Sheet

Advanced Level - Form S
*Manual, Test and Score Sheet

Senior Level - Form S
*Manual, Test and Score Sheet

Senior Level - Form R
*Manual

ACHIEVEMENT TESTS (Continued)

High School Placement Test
Scholastic Testing Service
Bensenville, IL 60106
*Manual, Technical Report, Tests & Score Sheets

STEP - Sequential Tests of Educational Progress
School and College Ability Tests
Cooperative Tests and Services
Educational Testing Service
Princeton, New Jersey
*Student Bulletin - Series **
Reading, Form 1A through 4A
English, Form 1A through 4A
Mathematics Basic Concepts, Form 1A through 4A
Mechanics of Writing, Form 2A through 4A
Science, Form 1A through 4A
Mathematics Computation, Form 2A through 4A
Social Studies, Form 1A through 4A
Handbook and Score Sheets

SCAT - STEP
School and College Ability Tests
Sequential Tests of Educational Progress
Education Testing Service
Princeton, New Jersey
*Series II - Student Preview for Grades 10-12
(ten test booklets)

Achievement Series
SRA Assessment Survey
Chicago
*Primary I and II manuals, Test and Score Sheets

Achievement Series
SRA Assessment Survey
Chicago
*Multilevel Manual
Form E/Red Level Manual
Form E/Green Level Manual
Form E/Blue Level Manual
Test Manual

Minnesota Achievement Exam.
American Guidance Service

Comprehensive Test of Basic Skills
CTB/McGraw Hill
DelMonte Research Park
Monterey, Calif. 93940

ACHIEVEMENT TESTS (Continued)

Metropolitan Achievement Tests
Harcourt Brace Jovanvich, Inc.
Primer Form F
*Manual and Test

Primary I Battery - Form F
*Test and Manuals

Primary II Battery - Form F
*Manual, Test and Score Sheet

Elementary Battery - Form F
*Manual, Test and Score Sheet

Intermediate Battery - Form F
*Manual, Test and Score Sheet

Advanced Battery - Form F
*Manual, Test and Score Sheet

Metropolitan Achievement Tests
Pre-publication Reviewer's Kit
The Psychological Corporation
757 Third Avenue
New York, NY 10017

Primary
*Twenty-two Test Forms

Elementary/Intermediate
*Sixteen Test Forms

Secondary
*Ten Test Forms

Stanford Early School Achievement Test
Harcourt, Brace and World, Inc.

Level I
*Manual and Test

Level II
*Manual and Test

* * * *

Achievement Tests (Continued)

Standford Achievement Test
Harcourt Brace Jovanovich, Inc.
::NEW 7TH EDITION
Primary Level I Battery - Form A (1969)
*Three Manuals & Test

Primary Level II Battery - Form A
*Three Manuals & Test (1969)

Primary Level III Complete/Basic Battery - Form A (1969)
*Three Manuals & Test

Intermediate Level I Battery - Form A
*Three Manuals & Tests (1969)

Intermediate Level II Battery - Form A
*Three Manuals & Test (1969)

Advanced Complete/Basic Battery - Forms A & B
*Three Manuals & Test (1969)

Stanford TASK - Test of Academic Skills
Level I and II - Form A
Harcourt Brace Jovanovich, Inc.
*Manual and Two Tests

Tests of Academic Progress
Form S - Grades 9-12
Houghton Mifflin
666 Miami Circle, N.E.
Atlanta, GA 30324
*Two Manuals
Test and Score Sheet
Class Records

Stanford Early School Achievement Test
Psychological Corporation (1982)
*Level I

* * * *

INTELLIGENCE TESTS

APT/Abstract Reasoning Numerical Verbal Language Usage
The Psychological Corporation
304 East 45th St.
New York, NY 10017
Form A Booklet
Form B Booklet
Class Record
*Second set includes manual.

Analysis of Learning Potential
ALP/A Comprehensive Testing Program for the Assessment of School Learning Ability
Test Department
Harcourt Brace Jovanovich, Inc.
*One set Elementary Battery
One set Advanced I Battery
One set Primary I Battery
One set Primary II Battery

Boehm Test of Basic Concepts
The Psychological Corp.
304 East 45th Street
New York, NY 10017
*Forms A and B

Cognitive Abilities Test
Houghton Mifflin Company
110 Tremont Street
Boston, Mass. 02107
*Primary I and Primary II, Grades K-3

Cognitive Abilities Test
Houghton Mifflin
110 Tremont Street
Boston, Mass. 02107
*All three are Kindergarten through Grade 12.

The Henmon-Nelson Tests of Mental Ability
Houghton Mifflin
110 Tremont Street
Boston, Mass. 02107
*Primary Form 1, Grades K-2
Grades K-12

Kuhlmann-Anderson Test
Personnel Press, Inc.
Scholastic Testing Service, Inc.
Bensenville, IL 60106
*Booklet K
Booklet G
Booklet D (Grades 4-5) and Booklet EF (Grades 5-7)

INTELLIGENCE TESTS (continued)

Otis-Lennon Mental Ability Test
Harcourt Brace Jovanovich, Inc.
Primary I Level, Form J
Primary II Level
Elementary I and II Level, Form J
Intermediate Level, Form J
Advanced Level
*Tests and Manuals

Otis-Lennon School Ability Test
The Psychological Corporation
304 East 45th Street
New York, NY 10017
Primary I, Form R
Primary II, Form R
Elementary, Form R
Intermediate, Form R
Advanced, Form R
*Two tests in each category.

PMA/Primary Mental Abilities
SRA/Science Research Associates, Inc.
259 East Erie Street
Chicago, IL 60611
*6 test booklets from Grades 2-Adult
5 Examiner's Manuals
1 Technical Report and Profile Charts

SIT/Slosson Intelligence Test for Children & Adults
Slosson Education Publications Inc.
P. O. Box 280
East Aurora, NY 14052

Watson-Glaser Critical Thinking Appraisal
Harcourt, Brace and World
New York, NY
*Forms YM and ZM

Developing Cognitive Abilities Test
Scott-Forsman
:: DIRECTIONS, TEACHER'S MANUAL, ANSWER SHEET &TEST BOOKLET
KABC Kaufman Assessment Battery for Children
American Guidance Services

SFTAT-Short Form Test of Academic Aptitude
California Test Bureau

* * * *

COUNSELING

Actuating Assessment Battery
EdITS
P. O. Box 7234
San Diego, California 92107
*Manual, Test, Inventory

Allport Study of Values
Riverside Publishing Company
1919 South Highland Avenue
Lombard, IL 60148
*Manual, Test Booklet

CPQ Children's Personality Questionnaire
Forms A & B - Ages 8 through 12
IPAT
1602-04 Coronado Drive
Champaign, Illinois
*Answer Sheet, Manual, Test Forms

Early School Personality Questionnaire
Form A - Ages 6 through 8
IPAT
1602-04 Coronado Drive
Champaign, Illinois
*Manual, Test Forms, Class Record

ICL - Interpersonal Checklist
Using the ICL by Rolfe LaForge
83 Homestead Blvd.
Mill Valley, California
*Manual

(ISAC) Inventory of Self-Actualizing Characteristics by Anthony G. Banet, Jr.
(LEAD) Leader Effectiveness & Adaptability Description by Hershey & Blanchard
(OBDS) Organization Behavior Describer Survey
The 1976 Annual Handbook for Group Facilitators
University Associates, Inc.
LaJolla, California
*Tests & Interpretation & Scoring Sheet

Interpersonal Awareness Test
Carnegie-Mellon University
*Two Tests & Scoring Information

COUNSELING (continued)

IPAT
1602-04 Coronado Drive
Champaign, Illinois
(The HSPQ) Jr-Sr High School Personality Questionnaire
*Answer Sheets, Manual & Test Form

(The 16 PF) Sixteen Personality Factor Questionnaire
5 Young Adults & Adults
1 Form E (Adolescents & Adults of Limited Literacy
*Answer Sheets, Manuals, Test Forms

Minnesota Counseling Inventory
The Psychological Corporation
757 Third Avenue
New York, NY 10017
*Manual, Test, Answer Sheet

Mooney Problem Checklist
The Psychological Corporation
757 Third Avenue
New York, NY 10017
*Test Forms & Manual

Personal Orientation Dimensions
Ed. & Industrial Testing Service
P. O. Box 7234
San Diego, Calif. 92107
*Test, Score Sheet & Manual

Personality Inventory -"Berger's Scale of Expressed Acceptance of Self and Expressed Acceptance of Others"
University of Minnesota
Student Counseling Bureau
101 Eddy Hall
Minneapolis, MN 55455
*Test and Table

SSHA - Survey of Study Habits & Attitudes
Forms C & H
The Psychological Corporation
757 Third Avenue
New York, NY 10017
*Test Forms, Manual, Answer Sheet

Study of Values - Grade 10 to Adult
Houghton Mifflin Company
Iowa City, Iowa
*Manual, Test Booklet

COUNSELING (continued)

Transactional Analysis Life Survey
Kramer & Strade
*Answer Sheets, Manual & Test Forms

Student Attitude Surveys

STS Junior Inventory
Form G, Grades 4-8
Scholastic Testing Service, Inc.
Bensenville, IL 60106
*Manual and Test Form

STS Youth Inventory
Form G, Grades 7-12
Scholastic Testing Service, Inc.
Bensenville, IL 60106
*Manual and Test Form

School Attitude Measure
Scott, Foresman & Co.
6116 West 85 Terrace
Overland Park, Kansas 66207
*Manual and Test Form

* * * *

INTEREST TESTS

AAMD-Becker Reading-Free Vocational Interest Inv.
American Assoc. on Mental Deficiency

A & W Vocational Preference Index
Slosson Education Publications
P. O. Box 280
East Aurora, NY 14052
*Interpretation Manual

The Applied Biological & Agribusiness Interest Inventory
The Interstate Printers & Publishers, Inc.
Danville, IL 61832

The Assessment of Career Development
Houghton Mifflin
666 Miami Circle, N.E.
Atlanta, Georgia
Grades 8-11, Examination Kit
*Handbook, Manual, Test, Answer Sheets

CAI - Career Assessment Inventory
Charles B. Johansson, Ph.D.
National Computer Systems, Inc.
*Manual and Report forms with score sheets

CAPS - Career Ability Placement Survey
EdITS
P. O. Box 7234
San Diego, CA 92107
*Manual, Survey and Test

COPES - Career Orientation Placement and Evaluation Survey
EdITS
P. O. Box 7234
San Diego, CA 92107
*Manual, Test and Score Sheets

COPS - California Occupational Preference System
EdITS
P. O. Box 7234
San Diego, CA 92107
Intermediate Inventory
*Manual and Sample Test

COPS - California Occupational Preference System
EdITS
P. O. Box 7234
San Diego, CA 92107
Specimen Set
*Four manuals, three tests and answer sheet

INTEREST TESTS (continued)

Career Awareness Inventory
Scholastic Testing Service
480 Meyer Road
Bensenville, IL 60106
*Student Book and Teacher's Book

Career Development Program
S R A Science Research Assoc., Inc.

Career Educational Needs Assessment
Olympus Pub. Co.
Salt Lake City

Career Concepts - Series 1
SRA - Science Research Associates, Inc.
*Guide and Booklet

Career Concepts - Series 2
SRA Science Research Associates, Inc.
*Guide and Booklet

Career Development Inventory
Consulting Psychologists Press, Inc.
577 College Ave.
Palo Alto, CA 94306
*Information Folder

Career Guidance Systems
4500 74th Street
Urbandale, Iowa 50322
Six Folders

Career Planning Program, Grades 8-11
Houghton Mifflin
Examination Kit
*Three Booklets, Manual and Score Sheet

Classroom Environment Index
Syracuse University
Syracuse, New York
*Test and Answer Sheet

Comprehensive Career Assessment Scale
Learning Concepts
Austin, Texas
*Manual and Scoring Keys

Curtis Interest Scale
Psychometric Affiliates
Box 3167
Munster, Indiana 46321
*Manual

DAT - Differential Aptitude Tests
DAT Career Planning Program
The Psychological Corporation
New York, NY 10017
*Counselor's Manual and Score Sheets

INTEREST TESTS (continued)

Decision Making for Career Development
SRA Science Research Associates, Inc.
*Two Manuals and Cassette Tape

Educational Interest Inventory
by James E. Oliver, Ph.D.
Educational Guidance, Inc.
P. O. Box 511
Dearborn, MI 48121
*Two Manuals and Two Tests with Score Sheets

Gordon Occupational Check List
by Leonard V. Gordon
Harcourt, Brace and World, Inc.
757 Third Avenue
New York, NY
*Check List

Hall Occupational Orientation Inventory
Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, IL 60206

Young Adult and College Forms
*Inventory, Score Sheet

Intermediate Form (Grades 3 to 7)
*Inventory and Interpretive Folder

Adult Basic Form
*Inventory and Interpretive Folder

The Harrington/O'Shea System for Career Decision-Making
American Career-Planning Services
4550 Prudential Tower
Boston, MA 02199
*Inventory and Flyer

How Well Do You Know Your Interests, Form B-22
Psychologists and Educators, Inc.
Jacksonville, IL 62650
*Nine Tests with One Manual

IDEAS - Interest Determination, Exploration and Assessment System
NCS/Interpretive Scoring System
P. O. Box 1294
Minneapolis, MN 55440
*Manual, Test and Handout Brochures

Individual Career Exploration
(Including one Picture Form)
Scholastic Testing Service
Bensenville, IL 60106
*Manual, Test Booklet and Score Sheets

JOB-O
Career Materials
P. O. Box 4
Belmont, CA 94002
*Manual, Spanish Edition, Dictionary
Test and Score Sheet

JVIS - Jackson Vocational Interest Survey
Research Psychologists Press, Inc.
*Specimen Brochure

Kuder Tests
SRA Science Research Associates

Kuder DD Occupational Interest Survey
*Manual, Interpretation Sheet, Test & Score Sheet

Kuder E General Interest Survey
*Manual, Interpretation Sheet, Test & Score Sheet

Kuder CP Preference Record, Vocational
*Manual and Test

Kuder Preference Record Form A.H.
*Test, Score Sheets and Manual

Last Orientation Procedure
The Psychological Corporation
757 Third Avenue
New York, NY 10017
*Two Manuals, One Test Form

Minnesota Vocational Interest Inventory
The Psychological Corporation
757 Third Avenue
New York, NY 10017
*Manual, Test and Score Sheet

Ohio Vocational Interest Survey
Harcourt Brace Jovanovich, Inc./Test Dept.
757 Third Avenue
New York, NY 10017
*One set includes Interpretation Manual
All sets include Survey, Student Report and Score Sheet

PAYES/Program for Assessing Youth Employment Skills
Educational Testing Service
Princeton, NY 08541
*Booklets and Info. Bulletin & Scoring Sheet

Planning Career Goals
CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940
*Manual, Score Sheets
Ability Measures, Interest Inventory, Information Measures, Counselors Handbook

New Mexico Career Education Test Series
Monitor
P. O. Box 2337
Hollywood, Calif. 90028
*Manual, Test and Score Sheets

Reading-Free Vocational Interest Inventory
AAMD - Becker
American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015
*Manual, Ten Test Booklets

SRA Job Experience Kit
Science Research Assoc.
*Manual, Answer Sheet & Guide Envelopes

The Self Directed Search
A Guide to Educational and Vocational Planning
Consulting Psychologists Press
577 College Avenue
Palo Alto, CA 94306
*Nine Inventories, Eight Occupations Finders

SVIB - Strong Vocational Interest Blank
Strong-Campbell Interest Inventory T325 (Merged Form)
Standford University Press
Stanford, Calif.
*Manual and Survey with Score Sheet

Thurstone Interest Schedule
The Psychological Corporation
304 East 45th Street
New York, NY 10017
*Survey and Manual

VIESA - The Vocational Interest, Experience and Skill Assessment
Houghton Mifflin
666 Miami Circle, NE
Atlanta, GA 30324
*Examination Kit for Grades 8-12

Vocational Planning Inventory
High School and Post High School Prediction Program
SRA Science Research Associates, Inc.
259 East Erie Street
Chicago, IL 60611
*Two Examiners Manuals
Two Program Manuals
Two Test Booklets and Score Sheets
Two VPI Reports

VPI - Vocational Preference Inventory
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, CA 94306
*Manual, Test and Score Sheet

What I Like To Do
SRA Science Research Associates, Inc.
259 East Erie Street
Chicago, IL 60611
*Teacher's Guide and Inventory

World of Work Inventory
by Robert E. Ripley, Ph.D.
World of Work, Inc.
P. O. Box 27532
Tempe, Arizona 85282
*Test Book and Score Sheet

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MATHEMATICS TESTS

ASK - Analysis of Skills
Scholastic Testing Service, Inc.
Bensenville, IL 60106

Test Booklets from 1-8
*Manual and Score Sheets

Test Booklets Grades 4-5
*Booklets and Score Sheets

Everyday Skills Tests
CTB/McGraw-Hill
Del Monte Research Park
Monerey, CA 93940
*Test Booklet

Iowa Algebra Aptitude Test - Third Edition
Bureau of Educational Research and Service
The University of Iowa
Iowa City, IA 52240
*Manual and Test with Score Sheets

IOX Basic Skill Tests
(Second Level)

Modern Geometry Test
Houghton Mifflin

MASTERY an Evaluation Tool
SRA - Science Research Associates, Inc.
*Two catalogs of objectives

Stanford Diagnostic Arithmetic Test
Harcourt, Brace and World, Inc.
757 Third Avenue
New York, NY 10017
Level I - Form W
*Manual, Test and Class Report

Level II - Form W
*Manual, Test and Class Record

Stanford Diagnostic Mathematics Test
Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017
Brown Level - Form B, Grades 6 & 7
*Manual, Test Form & Instructional Report

Blue Level - Form B, Grades 8-12
*Manual, Test Form & Instructional Report

Red Level - Form B, Grades 1-3
*Manual, Test Form & Instructional Report

Green Level - Form B, Grades 4 & 5
*Manual, Test Form & Instructional Report

MATHEMATICS TESTS (continued)

Stanford Diagnostic Mathematics Test - SDMT
Harcourt Brace Jovanovich, Inc.
757 Third Avenue, New York, NY 10017

All Four Levels Including Grades 1-High School
*Manual, Test Booklet and Score Sheet

Orleans-Hanna Algebra Prog. Test
Psychological Corporation
304 East 45th Street
New York, NY 10017

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READINESS TESTS

APELL Test: Assessment Program of Early Learning Levels

CMI - Career Maturity Inventory
CTB/McGraw Hill
Des Monte Research Park
Monterey, Calif. 93940
*Manual, Scale and Test

Cooperative Preschool Inventory
Educational Testing Service
Princeton, NJ
*Test, Directions and Inventory

Metropolitan Readiness Tests
Harcourt, Brace and World, Inc.
757 Third Avenue
New York, NY 10017

Form A
*Manual, Test and Score Sheet

Form P - Level I and II (Kindergarten & Grade 1)
*Manuals, Tests and Teacher's Manual

PMA Readiness Level
SRA - Science Research Associates, Inc.
*Manuals, Test and Score Sheets

School Readiness Test
Scholastic Testing Service, Inc.
Bensenville, IL
*Manual, Test and Score Sheet

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APTITUDE TESTS

Aptitude Tests for Occupations
Bobs-Merrill Company, Inc.
4300 West 62nd Street
Indianapolis, Indiana 46268
1 - Personal-Social Aptitude
2 - Mechanical Aptitude
3 - General Sales Aptitude
4 - Clerical Routine Aptitude
5 - Computational Aptitude
6 - Scientific Aptitude

Career Planning Questionnaire
The Psychological Corp.
757 Third Avenue
New York, NY 10017
*Questionnaire and Answer Sheet

The Dailey Vocational Tests
Houghton Mifflin Company
Iowa City, Iowa

Differential Aptitude Tests
Form S
The Psychological Corporation
757 Third Avenue
New York, NY 10017
*Manual, Two Tests and Score Sheets

GATB - General Aptitude Test Battery
Guide to the Use of the GATB - B-1002, Section 1
National Computer Systems
1015 S. 6th Street
Minneapolis, Minn.
*Answer Sheets and Supplement

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Canadian Self-esteem Inventory for Children
Edmonton Public School Board
Edmonton, Alberta
Forms A and B
James Battle, Ph.D.
*Manual and Test

The Children's Interaction Matrix
College of Education
University of Maine
Orono, Maine 04473
Intermediate & Primary Form
*Manual and Test Form

Martinek-Zaichkowsky Self-Concept Scale For Children
Psychologists and Educators, Inc.
Suite 212 - 211 West State
Jacksonville, IL 62650
*Manual and Test

The Purdue Self Concept & Social Attitude Scales
Purdue University
(Test Booklets prepared for the Office of Child Development Pursuant to Contract 50037)

Purdue Self Concept Scale of Preschool Children

Purdue Social Attitude Scales for Preschool Children

Purdue Self Concept Scale for Primary Grade Children

Purdue Social Attitude Scales for Primary Grade Children

Self Appraisal Inventory - Primary Level
AEA 11 - Ed. Services
*Inventory and Score Sheet

Self Concept Adjective Checklist - Elem. Level
Psychologists & Educators, Inc.
Jacksonville, IL 62650
*Manual, Tests and Checklist

Self Concept/Attitude Towards School/Peer Relations
Education Center - Richard P. Ivie
800 S. Garey Avenue
Pomona, Calif. 91766
*Test in English and Spanish

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ASK Analysis of Skills
Scholastic Testing Service, Inc.
Bensenville, IL 60106
Lanuage Arts, Grades 5-6
*Manuals, Test and Score Sheets

Brown-Carlsen Listening Comprehension Test
Harcourt, Brace and World, Inc.
757 Third Avenue
New York, NY 10017
*Test, Score Sheets and Charts

Career Guidance Inventory
Educational Guidance, Inc.
P. O. Box 511
Dearborn, MI 48121
*Two Manuals and Tests

Career Maturity Inventory
CTB/McGraw-Hill
Des Monte Research Park
Monterey, CA 93940
*Handbook, Manual, Test, Score Sheets & Scale

The Children's Interaction Matrix
College of Education
University of Maine
Orono, Maine 04473
Intermediate Form and Primary Form
**Preliminary Manual

Content Evaluation Series
Riverside Publishing
1919 So. Highland Avenue
Lombard, IL 60148

Comprehensive Assessment Program
(High School Subject Tests)
* 1 Manual
15 Tests
Score Sheets

The Dailey Vocational Tests
Houghton Mifflin Company
666 Miami Circle, NE
Atlanta, Georgia 30324
Spatial Visualization Test, Technical and Scholastic Test and Business English Test
*Manual

Minimum Essentials Test
Scott, Foresman & Company
6116 West 85th Terrace
Overland Park, KS 66207

The New Purdue Placement Test in English
Houghton Mifflin Company
Forms D and E
*Examiner's Manual

School Behavior Profile
Department of Psychoeducational Studies
University of Minnesota
*Test

SEPS - School Environment Preference Survey
EdITS
P. O. Box 7234
San Diego, Calif. 92107

SSHA - Survey of Study Habits and Attitudes
The Psychological Corporation
304 East 45th Street
New York, NY 10017
Three Grades 7-12
*Test Booklets, Manual and Score Sheets

TAMS: "Thinking About My School"
The Development of an Inventory to Measure Pupil Perception of the Elementary School Environment
Stanford Center for Research and Development in Teaching
Stanford, Calif.
Grades 4, 5, and 6
Memorandum No. 125

TOBE Tests of Basic Experience
CTB/McGraw Hill
DelMonte Research Park
Monterey, Calif. 93940

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CAREER GUIDANCE MODULES

There is a series of twelve modules developed as part of a research project funded by the United States Office of Education and carried out at the American Institutes for Research in Palo Alto, California. This effort included field testing, which was carried out in two school districts in California, with practicing counselors and a scattering of teachers and administrators, and within a course offered at the University of Missouri at Columbia, with undergraduate students. The modules were designed with these settings in mind, rather than as a publication suitable for a general reading audience. Interest in the modules beyond their field test settings had led to their current duplication and availability. Readers should understand, however, that they will frequently encounter references, and occasionally duplications, that would be puzzling were they not aware of this background.

The twelve modules detail a process for planning, implementing, and evaluating a career guidance program. Each module elaborates one phase of this process, presenting readings and activities designed to teach the process and develop skills useful for carrying it out. The introductory sections in each module provide overviews; these include the module objectives (outcomes), an outline, a glossary for that phase, and a brief discussion of how that module fits into the overall process. Following the readings and skill development activities in each module comes: (a) a post assessment, which in conjunction with the activities allows one to judge achievement of the module's objectives; (b) an application activity, designed to aid the reader in translating the module's points to his or her own setting; and (c) an appendix, containing a description of a hypothetical school setting ("Optional Group Simulation Description") for those not working in a real setting, and a bibliography.

Because of the workshop and classroom design of the modules, Coordinator's Guides devised to aid the workshop leader or clasroom teacher were developed along with the modules. Originally separate documents, these have been included at the end of each module. Each Coordinator's Guide contains several sections, including a description of the coordinator's role and functions, an introductory activity, supplementary information useful for conducting the module's activities, criteria which allow assessment of participants' achievement of module objectives, and Sample Evaluation Instruments for assessing any workshop in which the module is administered.

The modules are designed primarily for those working in high school career guidance programs. This includes, of course, counselors and those working directly in guidance, but also administrators, teachers, and even parents. Perhaps most strongly it includes directors of guidance and other administrators of guidance programs; i.e., those most responsible for the design and evaluation of such programs. Those working at other than the high school level might well find the training useful. Junior high school personnel are certainly included here, as well as elementary

school personnel. Likewise, those working in college programs co benefit. While school settings are strongly implied by most of th illustrations used in the modules, those working in other settings find them of some benefit. Examples here could include rehabilita programs, government sponsored youth training programs, and so on. short, the model is a general one, useful for program planning, implementation, and evaluation. It has been applied with high sc career guidance programs centrally in mind, but need not be limite these.

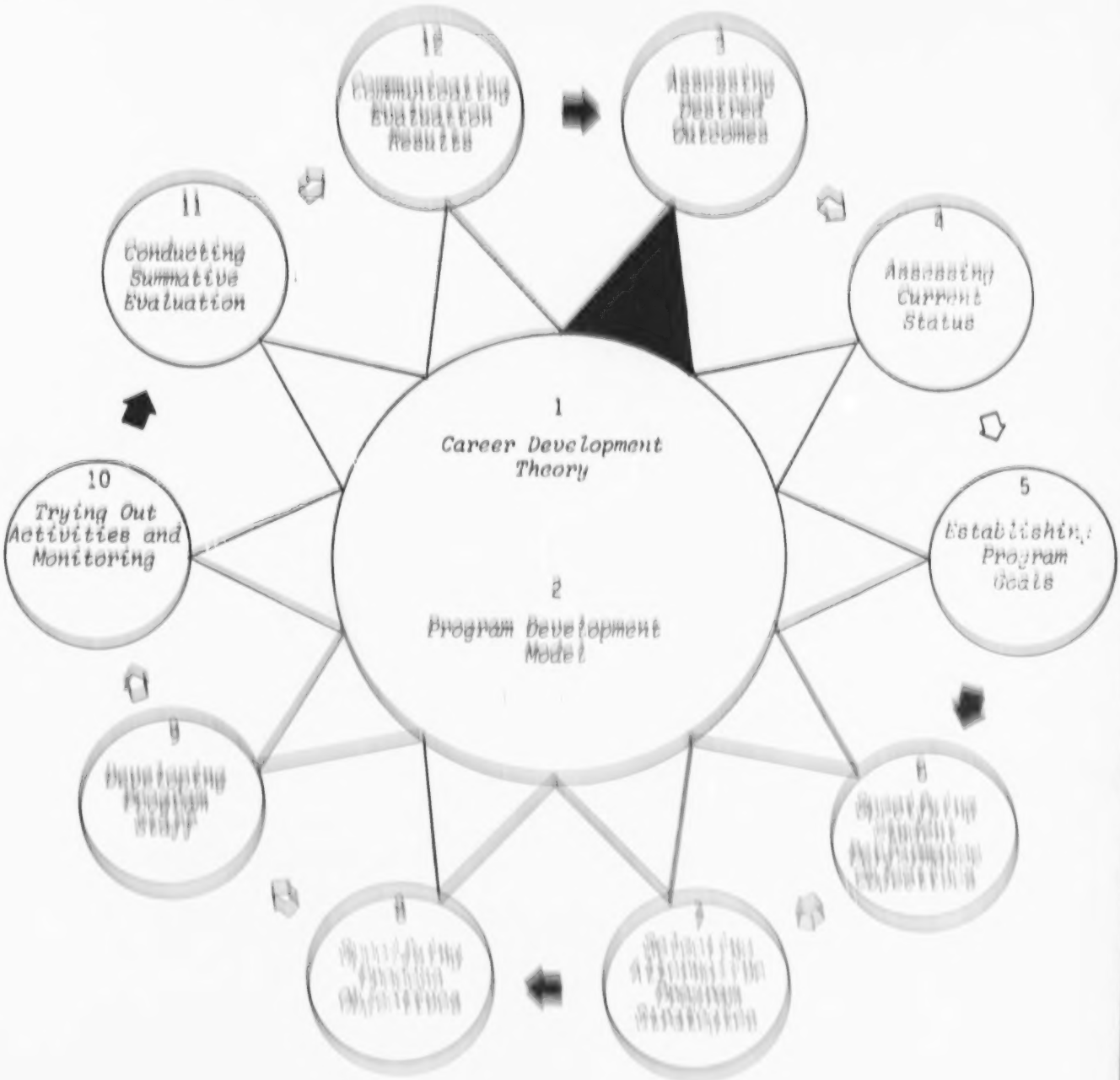
It was difficult to judge in advance the level of expertise li be found in practicing school personnel in the way of program pla evaluation skills. The field tests suggested the modules may have aimed a bit low in this regard. While the process of careful plan evaluation is certainly not abundantly evident in most school caree guidance programs, the problem may be as much one of orientation a skills. Those counselors, administrators, and teachers who held Master's Degrees or beyond, and/or who had several year's experience, tended to complain that the modules were a bit basic, although their emphasis on planning and evaluation was in fact often ignored. Contrastingly, the undergraduate college students, who used the modules as the curriculum for a course, voiced no such complaints. They lacked another problem the employed personnel cited frequently: a simple lack of time to spend on training, or anything else for that matter, that took them away from their pressing daily routine. Practicing counselors found it hard to step back from their pattern of typical activities and study the need for and process of careful planning and evaluation.

What the field test experience suggests, then, in terms of the best audience for the modules, is that it should be relatively young and inexperienced, able to recognize the importance of careful planning and evaluation, willing to step back from day to day activities and gain a broader perspective, and free to do this in the sense of being able to escape immediate job responsibilities, either through being in col because of encouragement in this direction from a school's adminis

No testing of the modules as simple textbooks was done. They designed to be "competency-based", or skill developing, and to be group settings, and were tested this way. There is no question h that cognitive factors play an important role in most "skills", a well be that much can be gained by individuals through simple rea the modules on their own.

Charles W. Dayton
Project Director
National Consortium Project
American Institutes for Re
P.O. Box 1113
Palo Alto, California 943

A Model for Developing Comprehensive Career Guidance Programs



HIGH SCHOOL STUDENT SERVICES: A PRACTICAL MODEL (River City, U.S.A.)

INTRODUCTION

Effective educational programs in the secondary schools are the subject of increasing concern and attention. The public image of education is directly related to a clear understanding and appreciation of programs dealing with important student need areas such as:

1. Career development (exploration, planning, getting and holding a job)
2. Life skills development
3. Knowing myself
4. Educational planning
5. Getting along with others (school, family, community)

During the last several years, ACT has been developing and refining a student needs-centered system for delivering educational services. This system has evolved into a practical model (student services by objectives) which helps staff (school administration and faculty) focus on significant issues in the school and community. The model provides a frame of reference for documenting, organizing, and evaluating activities that make a difference in the lives of students.

This workbook describes how the staff at a hypothetical high school--River City High School--effectively planned and delivered programs and services for students and parents. They were able to apply school resources to respond to questions like the following:

1. What are we doing?
2. Who are we doing it for?
3. What should we be doing?
4. When should we do it?
5. How can we improve what we do?

The concepts and activities described may be altered to meet the unique needs of individual students and schools. The model is intended to be a practical guide that can be used by an individual in a small school, by a staff in a large school, by a system or district, or by an entire state. The services and materials of the American College Testing Program are integral components of several of the activities suggested in the model.

*The American College Testing Program
P.O. Box 168
Iowa City, Iowa 52243

We believe that productive relationships among the school board, the administration, the faculty and staff, and the parents are based primarily on one common factor--effective student services.

We are confident that this model will provide a means of systematically identifying student needs, implementing programs and activities to meet those needs, and monitoring the effectiveness of the programs delivered.

The Conceptual Model

The Guidance Coordinator at River City High School was charged by the administration with developing a planning, implementation, and evaluation system for the student services program, coordinated through the guidance department. After examining traditional guidance and student services programs organized around service areas, the Student Services Committee decided that they needed a conceptual model which responded directly to the identified needs of their particular constituency--primarily students. Such a model would provide data to help River City staff evaluate the effectiveness of student services and guidance activities. Accordingly, the conceptual model below was introduced.

Community School District--Dick Nystuen, Director, Pupil Services.

GUIDE TO EVALUATION OF COUNSELOR EFFECTIVENESS

Counselor _____ Date _____

Observed by _____ Title _____

School _____

Key = 1. Outstanding
2. Above Average
3. Average
4. Below Average
5. Unacceptable

Note: The Principal is to record on the blank the number which best describes his/her rating of the counselor for each item.

THE FOLLOWING EIGHT AREAS CONSTITUTE A FAIR BASIS FOR THE EVALUATION OF COUNSELOR EFFECTIVENESS AS A MEANS OF IMPROVING GUIDANCE SERVICES:

Section I - Personal Characteristics

A superior counselor enjoys good physical and emotional health.

The counselor gives positive evidence that he/she --

___ 1. Has suitable physical and mental qualities:
Has good physical health.
Is mentally alert, and uses common sense and good judgment.
Has wide knowledge and experience; variety of interests, with breadth and depth.
Is well groomed and dresses appropriately.
Has pleasant voice and uses good English.

___ 2. Has suitable personality and social qualities:
Is warm, outgoing, and approachable.
Is adaptable and flexible.
Is consistent, reliable, dependable.
Is objective in his/her relations with others.
Has self-confidence and self-respect.

Comments on SECTION I:

Section II - Counselor-Staff Relationships

A superior counselor is a good team worker who is conscious that his/her relationships and attitudes affect others on the school staff.

The counselor gives positive evidence that he/she --

___ 1. Is loyal to program and policies adopted by the school.

____ 2. Can see his/her role in relation to the whole school.

____ 3. Maintains good relationships with administrators, teachers, office workers, custodians.

____ 4. Does not violate confidences of administrator or staff.

____ 5. Is able to maintain a leadership role in guidance field without professional threat to others.

____ 6. Renders prompt and accurate reports, and "feedback" to teachers.

____ 7. Serves willingly on appropriate committees and special assignments.

____ 8. Keeps working hours no less than that of the instructional staff.

COMMENTS ON SECTION II:

Section III - Counselor Student Relationships

A superior counselor relates well to his/her counselees and inspires their respect and confidence.

The counselor gives positive evidence that he/she --

____ 1. Respects and protects confidences of students or parents.

____ 2. Genuinely likes children and youth, and enjoys working with the age with which he/she is working.

____ 3. Is accepted by youth and students seek his/her services.

____ 4. Can accept pupils regardless of ability, achievement, behavior or attitude.

____ 5. Allows students to discover and develop themselves; has no personal need to control situations.

____ 6. Can deal with student problems with patience and objectivity.

____ 7. Is fair, and willing to listen and consider viewpoints of students.

____ 8. Is friendly with students, but able to maintain a professional relationship with them.

COMMENTS ON SECTION III:

Section IV - Organizational and Administrative Ability in Guidance

A superior counselor maintains a good operating climate and in his/her work with individuals and groups, is well organized, and effective.

The counselor gives positive evidence that he/she --

____ 1. Organizes the program effectively and adapts his/her counseling to the needs of groups and of individuals:
- -Works with teachers to help pupils set realistic educational and vocational goals (secondary level).
- -Checks and frequently evaluates with counselees their accomplishments, and progress.
- -Assists teachers in their efforts to provide opportunities for pupil participation and leadership.

____ 2. Recognizes that all youngsters have guidance needs but takes account of individual differences in these needs through:
- -Appraisal of interests and aptitudes (secondary level).
- -Development of occupational and education information (secondary level).
- -Efficient use of records and information systematically gathered from teachers, resource personnel, outside agencies and others.

____ 3. Handles routine matters effectively and efficiently.

COMMENTS ON SECTION IV:

Section V - Skills in Guidance

A superior counselor attempts to provide for pupil growth in a friendly atmosphere of mutual respect in which the counselor and pupils plan and work together; each one contributing according to his/her ability; each one gaining a sense of worth through achievement.

The counselor gives positive evidence that he/she --

____ 1. Provides for individual and group needs through:
- -Understanding human behavior, and social and emotional needs.
- -Preparation and organization of materials.
- -Counselor-pupil planning.
- -Evaluation of pupil goals and progress.
- -Continuity and stimulation of interest and purpose.

____ 2. Provides for individual differences through:
- -Use of appropriate counseling tools and techniques.
- -Use of counseling aids: Audio-visual, testing, etc.
- -Encouraging student participation in activities.

____ 3. Shows competency and effectiveness in area of assignment by:
-Understanding objectives and content of school program.
-Understanding and enjoying the age group counseled.
-Being able to secure pupil participation in counseling.

____ 4. Knows counseling and guidance concepts and techniques as applied to counselees' problems of personal adjustment, educational planning, and vocational choice at their levels.

____ 5. Is able to interpret tests and measurements and occupational information to students.

____ 6. Knows how to use community resources effectively.

COMMENTS ON SECTION V:

Section VI - General School Services

A superior counselor takes responsibility for, and participates in, various types of student and faculty activities designed to further the total school program and morale.

The counselor gives positive evidence that he/she --

____ 1. Aids the administrator in developing and maintaining faculty and student morale.

____ 2. Accepts fair share of general staff assignments.

____ 3. Often extends him/herself "beyond the call of duty."

____ 4. Is willing to reprimand students in appropriate situations.

COMMENTS ON SECTION VI:

Section VII - Professional Growth

A superior counselor gains increasing satisfaction in the profession and vitalizes his/her counseling by continually seeking to further understanding of students and increasing professional competency.

The counselor gives positive evidence that he/she --

____ 1. Is professionally prepared for assignment.

____ 2. Participates in workshops, professional meetings, summer school, etc.

____ 3. Keeps abreast of professional literature.

____ 4. Seeks and accepts help from administrators and supervisors.

COMMENTS ON SECTION VII:

Section VIII - Counselor-Community Relations

A superior counselor takes responsibility for a fair share of the relations a modern school must have with its total community.

The counselor gives positive evidence of good community relationships by --

____ 1. Working well with parents.

____ 2. Being concerned with programs for furthering good public relations.

____ 3. Participating in PTA or other parent activities.

____ 4. Showing interest in civic and community affairs.

COMMENTS ON SECTION VIII: